

Government of the Republic of Namibia



# Namibian Standards for Early Childhood Development Centres

Ministry of Gender Equality and Child Welfare  
2012

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# Message from the Minister

The Namibian Government is convinced that the time has come to expand the provision of Integrated Early Childhood Development (IECD) services throughout Namibia, with a special emphasis on those in need. Many of our young children are growing up in poverty, without enough nutritious food to eat, and in the care of relatives who are not their biological parents. Urgent intervention is needed to ensure that damage is not done to the physical, emotional and mental capacities of our children. Fortunately it has been shown that the provision of good quality ECD services does have a long-lasting beneficial impact on the lives of people, and that is why our investment is justified and required.



These standards have been prepared in accordance with our Policy on ECD adopted in 2008, and I am directing that they be used in the registration of ECD centres and in all efforts to improve quality at ECD centres, including the granting of subsidies and other forms of support.

The achievement of quality in our ECD programmes will ensure that our efforts bear fruit as we intend. In particular, my hope is the ECD centres will see it as their calling

- To value and support the role and contribution of the family and culture of each child
- To provide a safe, nurturing and loving environment.
- To view each child as a unique person with his/her own levels of ability, varying developmental stages and learning styles that need to be considered when designing the learning programme.
- To help children reach their full potential by providing opportunities for their social, physical, intellectual, creative, emotional and spiritual development.
- To develop children's self-esteem

A handwritten signature in black ink, appearing to read 'Sioka'.

Hon Doreen Sioka  
Minister of Gender Equality and Child Welfare

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## Introduction

These standards for early childhood development (ECD) centres are being introduced at a time when the Government is increasing its investment in ECD in terms of a new policy and implementation plan. The standards should ensure that this roll-out of new support to ECD will result not just in increased provision but also in the achievement of better quality. Without improved quality in ECD the investment may prove to be wasted.

The standards were developed through a consultative process involving all stakeholders in ECD during February and March 2012. While drawing on experience in other countries every effort has been made to develop standards that are appropriate to Namibian circumstances.

### What are standards?

According to the Concise Oxford English Dictionary, standards are “a required or agreed level of quality or attainment.” Standards therefore provide benchmarks or points of reference that can be used in the assessment of ECD centres. As the Association for Childhood Education International has said standards are “a systematic method for observing quality in early childhood care and education programmes... designed to assist ECD professionals in assessing and improving programme quality.”

## Why standards?

At the very least the standards should protect the rights of children, which are enshrined in the Namibian Constitution, and in international conventions that Namibia has adopted. Standards are needed to guide the provision of ECD, especially as Government sets out to open centres under its own auspices. Standards are also necessary for the registration of private and community-run ECD centres, particularly in terms of proposed legislation for child care and protection. Standards should, in general, help to focus our attention on those things that research has indicated really matter for the achievement of quality.

## How can standards be used?

The standards will be most productive if they are regularly used by the managers of ECD centres for self-review, to identify strengths and weakness, and to make plans for improvement. Namibia has a diversity of ECD centres run by private individuals, communities, NGOs and local authorities, but all should be striving to achieve a common standard.

Parents, guardians and communities can use the standards to know what they can reasonably expect from an ECD centre, and to point out shortcomings when they feel that they are not being well served.

Standards should guide the collection of data about ECD centres, so that over a period of time trends in the quality of provision can be observed and appropriate interventions decided upon. With such information at hand, the Government should be in a better position to allocate its limited resources wisely, for instance in allocating subsidies and grants (in cash and in kind) to certain categories of centres and for particular purposes.

The assessment of centres in terms of the standards can also result in a 'score' or numerical index being allocated to centres and this rating or grading can be monitored to determine progress in terms of quality year on year. It will be noted that the standards allow for centres to be rated not just in terms of minimum levels of compliance, but also for the achievement of excellence.

## The standards themselves will need improvement!

Finally, it should be noted that standards do need updating from time to time. The Ministry of Gender Equality and Child Welfare would therefore be grateful to receive feedback from any ECD worker or stakeholder on how the standards can be improved.





## Chapter 1

# Namibian Standards for Early Childhood Development Centres

In this chapter the standards are stated in their shortest form. The following chapter provides guidelines and details on how to apply and interpret the standards.

### 1. Premises and Equipment

- The centre is in an area or environment safe for young children.
- The premises are clean and safe.
- There is enough space for all children to move around and play freely and safely.
- Indoor and outdoor equipment is clean, safe, appropriate and sufficient for the number of enrolled children.

### 2. Health, Safety and Nutrition

- The centre is a place where children feel cared for, secure, and free from fear.
- The centre promotes good health and takes positive steps to prevent the spread of infection.

- Adequate arrangements are in place for sanitation.
- Nutritious snacks or meals and safe drinking water are provided by the centre or by families.
- The centre observes safety regulations and has a plan to deal with illness and emergencies.

### **3. Management, Staff and Training**

- The centre has enough staff members to care for the number of enrolled children.
- All staff behave in a respectful and child-friendly, gentle way with all children.
- Administrative systems and procedures, including record keeping, are in place for the efficient management of the centre.
- All staff are appropriately trained, supervised and supported.
- A parent committee assists and advises on the overall development of the centre

### **4. Equity and Diversity**

- The centre welcomes all children and their families.
- The centre acknowledges that each child is unique.

### **5. Active Learning**

- The centre programme provides a range of activities that support the social, physical, intellectual, creative, emotional and spiritual development of children.
- Children are encouraged to communicate in their home language at the centre.

### **6. Families and Communities**

- Families are respected and supported as the first educators of their children and involved wherever appropriate in the activities and management of the centre.
- The centre has links with the local community, its leaders and institutions, including the local primary school.





## Chapter 2

# Guidelines for the application, interpretation and use of the standards

In this chapter the standard is written in bold and followed by a list of points to be considered in its application, interpretation and use.

### 1. Premises and Equipment

#### 1.1 The centre is in an area or environment safe for young children.

- The centre is sufficiently far from any place where alcohol is bought or consumed.
- The centre is in an area where no flooding might occur.
- The centre is sufficiently far from a dumping ground for rubbish or hazardous waste.

#### 1.2 The premises are clean and safe.

- All walls and roofing are secure and window glass is in place and unbroken.
- The buildings have sufficient natural light and are well ventilated.
- The premises are checked and cleaned throughout the day and broken glass, sharp, poisonous or dangerous objects or plants removed.

- When outdoors, children are protected from the sun and the heat by trees or a thatched or covered area.
- The premises are fenced and have gates that children cannot open. Fences are regularly checked and gaps repaired.
- Access to the premises is controlled.
- Pets or animals kept at the centre appear to be healthy and free of disease and are not a danger to children.
- Children cannot reach any water in a pond, borehole, well, drain or tank on the premises. Any swimming pool on the premises is securely fenced and gated, or securely covered, and no child is allowed near without adult supervision.

### **1.3 There is enough space for all children to move around and play freely and safely.**

- There is 1.5 m<sup>2</sup> of indoor floor space per child enrolled, and 2.0 m<sup>2</sup> of outdoor space per child enrolled.

#### **Excellence is indicated by:**

- A purpose built early childhood development centre with separate rooms for the children, staff, administration, toilet facilities and food storage and preparation.

### **1.4 Indoor and outdoor equipment is clean, safe, appropriate and sufficient for the number of enrolled children.**

- There is outdoor play equipment.
- There is indoor play equipment.
- There is no broken equipment.
- No equipment has sharp edges.
- There is enough seating for the number of enrolled children.
- There are enough child sized sleeping mats/mattresses for the number of enrolled children.
- All equipment is cleaned regularly.
- If there is a sandpit, it is covered overnight and cleaned every six weeks by adding coarse salt or diluted bleach, and the sand is replaced every year.
- Toys and equipment in use can be reached by all children. Toys and equipment not in use are stored safely.

**Excellence is indicated by:**

- There are enough child sized chairs and tables for the number of enrolled children.
- Books and toys are displayed on shelves that are at child height.
- The premises are accessible to children with physical disabilities.

## **2. Health, Safety and Nutrition**

### **2.1 The centre is a place where children feel cared for, secure and free from fear.**

- All children are supervised by an adult at all times.
- Children only leave the premises with a responsible family member or a member of staff.
- Staff members listen to children and speak to them gently and with respect.
- Staff know how to work with all children, including those with disabilities.
- Staff are able to recognise signs of child abuse and neglect, are aware of the procedure for reporting to management or to local authorities, and work with families and government officials to support the affected child.
- Discipline is given calmly and consistently with no physical punishment.

**Excellence is indicated by:**

- The centre has a written child protection policy and staff members have received training in child protection.
- Staff members have received training in working with children with disabilities, e.g. staff know Namibian Sign Language or how to position a child with cerebral palsy.
- Photos and contact details are available of those responsible for bringing and collecting children to the centre.



## **2.2 The centre promotes good health and takes positive steps to prevent the spread of infection.**

- Children learn about personal hygiene and safety through daily routines e.g. toilet and meal times.
- The whole centre and all toys and equipment are kept clean and safe.
- Areas where food is prepared and eaten and all utensils are washed with soap and water.
- Kitchen waste is thrown away in a covered pit or rubbish bins that the children cannot reach and are separated from the play areas.
- All children wash their hands with soap and water after using the toilet and before handling food or eating.
- All staff wash their hands with soap and water after using the toilet, changing nappies, cleaning children and before handling food or eating.
- All open sores or scratches are covered with a waterproof bandage.
- Any adult or child with a contagious illness stays away from the centre until cleared by a health care professional.
- All bedding is washed twice a week or as soon as it is wet or soiled.
- Children know that they must never touch blood or other body fluids with bare hands.
- Adults cover their hands with plastic gloves or plastic bags when cleaning wounds or clearing up blood or other bodily fluids. Gloves and plastic bags are kept where adults can reach them easily but where children cannot reach them.
- No-one is allowed to smoke on the premises.

## **2.3 Adequate arrangements are in place for sanitation.**

- There are enough potties and toilets for the number of children enrolled.
  - One potty : 3 toddlers
  - Two toilets and one hand washing facility : 20 children
- Toilet and hand washing areas are cleaned at least once a day using disinfectants.
- Where potties are used, these are kept away from food preparation and eating areas. Contents of potties are disposed of in a toilet or a pit that is covered and inaccessible to children. Potties are disinfected after each use.
- Nappies are disposed of in a hygienic way.

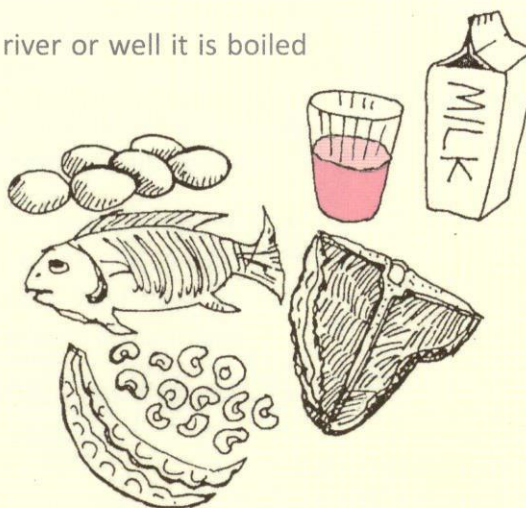
- There is a place for children to wash their hands – wash basins or a container and bowl.

**Excellence is indicated by:**

- Child-sized toilets and wash basins.

**2.4 Nutritious snacks or meals and safe drinking water are provided by the centre or by families.**

- Food served each day depends on the hours the centre is open, i.e.
  - A centre open less than 5 hours serves a snack
  - A centre open for five hours to seven hours serves two snacks and one meal
  - A centre open for eight hours or longer serves two snacks and two meals.
- Food, snacks and drinks meet the nutritional needs of the children. (For more information see Appendix E: Nutritional Guidelines)
- Staff know which children have allergies and make sure they are only given what is safe for them to eat.
- Staff know signs of malnutrition/under-nutrition and refer as necessary.
- Children younger than one year are fed when they are hungry, i.e. on demand.
- Expressed breast milk is kept cool and clean. Feeding bottles are sterilized or boiled after every feed. The sterilized bottles are kept cool in a clean container with a lid.
- An adult is present when children are eating and ensures that mealtimes are relaxed.
- Children are not forced to eat everything they are given.
- Food is not used as a reward, nor is denial of food used as a punishment.
- All drinking water is safe i.e. if from a river or well it is boiled and kept covered.
- Children do not share a spoon, cup or plate with others.



**Excellence is indicated by:**

- Staff are trained in and do growth monitoring.
- Parents receive information on nutrition

## 2.5 The centre observes safety regulations and has a plan to deal with illness and emergencies

- If the kitchen and office space is in the same area where the children play, there is a childproof barrier to protect children from stoves and the dangers of fire, hot liquids and food.
- There is a first aid kit that is kept out of reach of children but accessible to staff. (For more information see Appendix D: First Aid Kits.)
- The contents of the first aid kit are checked regularly and items replaced when necessary.
- Emergency telephone numbers and procedures are clearly displayed on a wall in the centre.
- Buckets of sand or blankets are available in case of fire.
- Toxic substances are kept in their original containers, clearly labelled and are kept out of reach of children, preferably in a locked cupboard. Substances dangerous to children include bleach, detergents, ammonia, insecticides, drain and toilet cleaners.
- Staff know how to recognise common childhood illnesses and what to do when children become ill or are hurt accidentally.
- There is a sick bed or cot or mat for children who become ill, are hurt accidentally, or who have chronic or long-term illness. In urgent cases children are taken to the nearest clinic or hospital.
- If a child is on long or short term medication, these medicines are clearly labelled with the child's name and are stored out of reach of all children. Medicine is given to children by a staff member and no child takes any medicine on his or her own. Medicines are given according to the instructions from parents and the written instructions on the labels.
- All accidents are recorded in an incident book and information is shared with the parent of the affected child.
- Electrical sockets are covered.

### Excellence is indicated by:

- At least one staff member has a recognized qualification in First Aid.
- Fire extinguishers are provided and serviced regularly.

### 3. Management, Staff and Training

#### 3.1 The centre has enough staff members to care for the number of enrolled children.

- The following are the maximum numbers of children allowed for each ECD staff member:

Age of Children	Number of Children	Number of ECD Workers
0 – 12 months	6	1
13 – 35 months	10	1
3 – 4 years	20	1
5 – 6 years	25	1

- A centre with children with disabilities has additional ECD staff in order to provide adequate care.
- A minimum of two adults is always present at the centre.

#### 3.2 All staff behave in a respectful and child-friendly, gentle way with all children.

- Children behaving inappropriately are handled gently and never smacked, shaken, beaten, humiliated, shouted at or frightened.
- Staff respond quickly and kindly to children who are unhappy.

#### 3.3 Administrative systems and procedures, including record keeping, are in place for the efficient management of the centre.

- Information on the centre is given to parents at the time of enrolment, including:
  - Opening and closing times
  - Contact information of the centre and staff
  - Steps that will be taken in case of injury, accident, or if a child becomes ill while at the centre
  - Whether meals and snacks are to be provided by the centre or the parent
  - Suitable clothing
  - Fees
- Records on each child are up to date. Each child has a file (folder) containing:
  - Child's full name

- Child's date of birth
  - Gender of child
  - Name and contact details of parent
  - Child's home language
  - A copy of the birth certificate
  - A copy of the child's Immunization record/health card.
  - Name and contact details of another person to be contacted in case of an emergency, if the parents cannot be reached.
  - Name and contact details of the person who will bring and fetch the child from the centre
  - Any medication, allergies, disabilities or other information helpful to the staff
  - Assessments of the child's development.
- The centre has guidelines on centre-operated transport of children to and from the centre
    - Any centre-operated transport must have a driver and one other adult with the children during each trip.
    - Vehicles have child locks.
    - No child sits in the front seats.
    - The driver has an official licence to transport passengers. Children and babies are safely seated during each journey.

**Excellence is indicated by:**

- There are written policies on management of equipment.
- Grievance procedures are in place.
- Staff send monthly reports to the parent committee.

**All staff are appropriately trained, supervised and supported.**

- Staff are appointed and retained based on:
  - Their belief in the importance of early childhood development
  - Their ability to work with children in a gentle and supportive way
  - Their ability to show respect for the race, gender, religion, culture, language and ability of each child
  - Their ability to plan, implement or support stimulating and developmentally appropriate activities for children



- Their ability to work well with other staff members, families of the children and the local community.
- All staff take part in continuous professional development.
  - All staff have the appropriate training, experience and attitude necessary for working with young children.
  - Managers and teaching staff have at least a Level 4 certificate in early childhood development recognised by the Namibia Qualifications Authority.
  - Those who do not have this minimum qualification are engaged in study towards it.<sup>1</sup>
- Staff look after their own health and undergo regular health checks.
- Every staff member has a written job description and contract. (See Appendices H & I.)

**Excellence is indicated by:**

- Staff members meet at least once a month to plan the learning programme for the centre.
- New staff members have an induction period during which policies, approaches to children and ways of working are explained.
- The majority of ECD staff have recognised and relevant qualifications on at least Level 5 of the Namibian Qualifications Framework.
- All staff have monthly supportive supervision meetings with the head of the centre or a designated member of the parent committee.
- Financial and other support is provided to those engaged in studies concerning ECD.
- A relationship has been established with the local primary school.
- Links have been established with nearby ECD centres, for instance through exchange of visits.
- The centre has regular parent meetings and open days.

**3.5 A Parent Committee assists and advises on the overall development of the centre**

- Parents, local community leaders (including from the local primary school) and members of staff are represented on the parent committee.

<sup>1</sup> It is expected that by 2018 every ECD practitioner will have at least the minimum qualification

- The parent committee meets at least three times a year i.e. once a term.
- The parent committee receives reports from the centre manager and advises on the progress of the centre and the children.

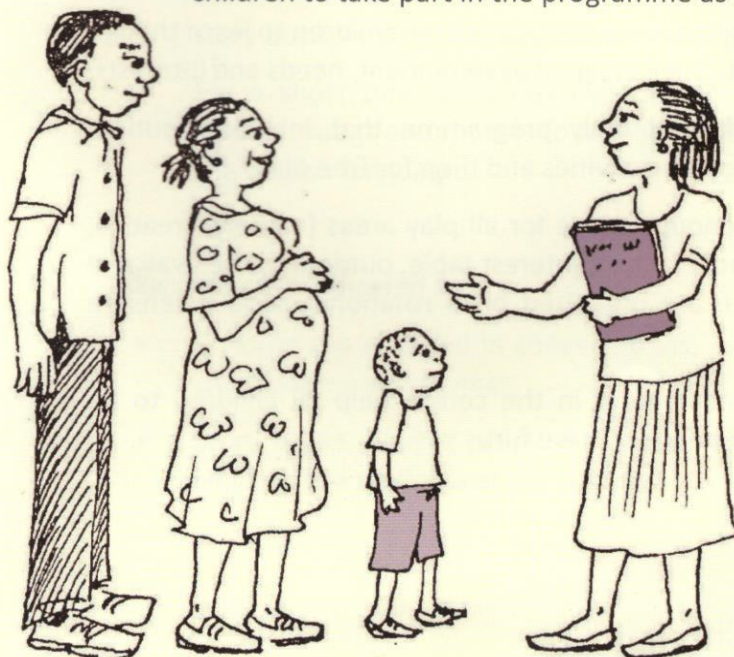
**Excellence is indicated by:**

- The parent committee includes an independent person with expertise in ECD.
- The parent committee is represented on the panel when prospective staff members are interviewed.
- The parent committee is consulted on major decisions concerning the finances, policies and future of the centre.
- The parent committee raises funds and resources for the centre.

## 4. Equity and Diversity

### 4.1 The centre welcomes all children and their families.

- The admission policy commits the centre to welcome all young children and respect their culture, language, abilities and family situations.
- Children are encouraged to speak their home language; staff know at least enough of the language of the child to help with basic needs.
- Staff are able to identify children with developmental delays or learning problems.
- Staff adapt premises, equipment, toys and activities to allow all children to take part in the programme as far as possible.



- The centre has links with services and organisations providing support to children with disabilities and chronic or long term illness and other special needs.

#### **4.2 The centre acknowledges that each child is unique**

- Toys, equipment, and posters reflect respect for a diversity of young children.
- Activities at the centre celebrate diversity and individual uniqueness.
- Girls and boys are treated equally.
- Girls and boys are encouraged to play with all the toys and equipment in the centre.

Excellence is indicated by:

- Provision is made to enroll a number of children from families who cannot afford the fees.
- Staff members have specialized training to work effectively with children with disabilities.
- Professionals work closely with centre staff and visit regularly to support children with disabilities.
- Personal assistants, e.g. a family member or community volunteer support a child with critical needs in class.
- Regular meetings are held between staff, parents and professionals working with children with special needs.

## **5. Active Learning**

### **5.1 The centre programme provides a range of activities that support the social, physical, intellectual, creative, emotional and spiritual development of children.**

- The centre programme is designed for all children to learn through play according to their stage of development, needs and interests.
- There is a balanced daily programme that includes routine, individual and group activities and time for free play.
- If there is not enough space for all play areas (namely, creative, quiet, block, book, fantasy, interest table, outdoor) to be available each day, these are organized on a rotational basis to ensure variety.
- The toys and equipment in the centre help all children to be creative, experiment and have fun.

- The toys, equipment and posters in the centre are culturally diverse.
- Activities, pictures and books at the centre avoid stereotypes and do not limit children according to gender, age, disability, ethnicity, etc.
- Children feel free to talk to centre staff and other children throughout the day.
- There is evidence of assessment of children, e.g. notes or term reports indicating what children know and can do. Such items can also be found in their individual files.
- Staff are aware of and use the national curriculum (when it becomes available) and any similar guidelines provided by the Ministry.

(See Appendix A: How young children develop and learn, for more ideas on daily programmes and activities)

**Excellence is indicated by:**

- A portfolio is kept for each child with examples of his/her drawings, activity sheets, etc.
- Planning is based on observation of children and assessment of their needs and interests.
- Programme activities are based on an awareness of the expected learning outcomes of preschool children.
- There is designated space for each play area i.e. creative, quiet, block, book, fantasy, interest table; outdoor.

**5.2 Children are encouraged to communicate in their home language at the centre.**

- Throughout the day there is a lot of time for the children to talk and express themselves in their home language.
- Stories are told in the home language of the child, making use of story books in that language when available.
- For a short time each day children are introduced to English through songs and rhymes to familiarize them with the sounds of the English language.

**Excellence is indicated by:**

- Children are engaged in conversations, story-telling and learning short poems and rhymes.
- Story books, bought or home-made, in the home language(s) of children are available at the centre.

## 6. Families and Communities

### 6.1 Families are respected and supported as the first educators of their children and involved wherever appropriate in the activities and management of the centre.

- Centre staff welcome and speak to family members who bring and collect their children.
- Information about the child and the centre is shared between families and centre staff through notes, informal or formal meetings, and other information channels
- Family members help out at the centre when requested.

(See Appendix B: Working with Families and Communities)

#### Excellence is indicated by:

- Meetings, workshops and short courses are run for family members on child development and related issues.
- Families are involved in fundraising for the centre.

### 6.2 The centre has links with the local community, its leaders and institutions, including the local primary school.

- There is community representation on the parent committee.
- Visits to the local primary school are organized during the last term of each year to make the transition from the ECD Centre to pre-primary or primary school easier for the children and families.

#### Excellence is indicated by:

- Local businesses support the centre with funds, food, toys.
- Workshops are held to help the wider community understand and uphold the rights of children and ensure that the area is child-friendly.
- The children take part in outings, exhibitions and performances.





## Appendix A

### How young children develop and learn

As well as providing good custodial care for children, ECD centres should have programmes that help children develop socially, physically, intellectually, creatively, emotionally and spiritually.

#### Examples of goals of an ECD centre are:

- To develop children's social skills by encouraging them to play and communicate with others and help others find solutions to problems.
- To promote children's language skills by speaking clearly and often to individual children and listening to their responses.
- To promote early literacy by reading stories, drawing, singing, reciting simple poems and providing children with as many books as possible.
- To develop children's fine motor skills by providing opportunities and materials for children to carry out activities such as seed stringing, clay modeling, doing puzzles and building with blocks.
- To help children's physical development through outdoor activities such as running, jumping, balancing; indoor activities such as threading, stringing seeds, cutting and drawing; and by helping to ensure proper nutrition.

- To provide a safe and secure environment.
- To develop children's cognitive abilities through meaningful activities such as building blocks, playing with clay and sand, singing and listening to songs from different cultures.

### **Daily Programme**

A Daily Programme is designed by the ECD worker for the children in her group. She thinks about their needs and interests. There is a balance between rest, routine, group activities and free and individual play. At least two new activities are introduced to the children each day e.g. a new song, a different creative activity, a rearrangement of the fantasy area.

#### **A Daily Programme usually has time for:**

- The ECD worker to prepare activities and organize the space before the children arrive
- Staff and children's breakfast, lunch and snack times
- Outdoor play e.g. running, jumping, balancing, games with simple rules
- Toilet and hygiene routines
- Rest
- Free choice activities i.e. where children choose where and with whom to play
- Group activities e.g. greetings and news, action rhymes, birthdays and weather, discussing interest table
- Story time including role plays based on stories
- Creative activities e.g. drawing, clay modeling, cutting and pasting
- Tidy up time

#### **Types of activities:**

- Language Development activities: conversations, story telling, learning short poems and rhymes. The home language of the child is encouraged. English should be introduced through songs and rhymes and NOT through rote learning and repeating letters.
- Activities which encourage the child to think and learn: Outings, construction work with blocks, sand play, puzzles, modeling clay etc.
- Creative activities: drawing, cutting, tearing, folding paper, painting, etc.
- Group activities such as nature walks, singing, group games, story telling.

- Guided play and games: developing children's memories, listening to different sounds, feeling different objects, looking at picture books, music, rhythmic exercise.
- Free play, role play and fantasy.

### Strategies

#### Strategies for working with young children:

Every ECD worker has her own style of working with young children. However, it is important that some of the following strategies are used:

- Allow children a lot of time to work and play with toys and equipment individually or in small groups.
- Move around and spend time with children observing them, listening to them, asking questions and offering suggestions.
- Provide plenty of toys, equipments and opportunities for children to play.
- Recognise that children learn from doing and experimenting.
- Do not make children sit still for a long period of time.
- Do not make children repeat numbers, letters and songs for long periods of time.

### Assessment of Children

#### Assessment is important and helps ECD staff to:

- Plan appropriate programmes to meet the needs of the children.
- Identify children who may be in need of specialized services.
- Evaluate how well the programme meets its goals and how effective it is.





Assessing children can be done by:

- Observing children.
- Keeping regular records of children's achievements, interests and difficulties.
- Interacting with children.

### Managing Behaviour in Early Childhood Development Centres

- Adults are role models so must always behave with respect and gentleness towards everyone.
- No adult in the centre will ever physically, verbally or emotionally abuse or threaten children.
- A daily routine helps children to feel secure.
- A few simple rules must be made clear to the children e.g. help others feel happy, share with others, and never hurt another child.
- Have a positive attitude towards managing behaviour e.g. say "Please be kind to your friend, hitting can hurt."
- Reward good behaviour through praise, encouragement, and recognition.
- Be consistent in handling inappropriate behaviour such as screaming.
- Reason with children and give them explanations they can understand.
- Have a "Peace space" or "Time out space" where children who have behaved inappropriately can sit and calm down before rejoining the group.





## Appendix B

### Working with families and communities

A family can be described as a group of people who live together and care for one another. A community is the wider group of people the young child lives amongst – like neighbours, shopkeepers, local leaders, school teachers and health care workers.

Families are often called “the first educators of young children” as children learn values, attitudes and skills from their elders and siblings. If the centre staff build a trusting relationship among the centre, families, and communities they can support one another to achieve the best for young children.

One way for the centre to work together with families and communities is to hold workshops or short courses. There are many topics to cover, for example:

- How young children learn best i.e. actively involved, playing, experimenting, exploring, imagining.
- How to support children at home so that they develop to their full potential, for instance by having conversations, telling stories, encouraging questions, providing toys or natural, safe resources such as clay, seeds, leaves for children to play with.

- The importance of being a role model especially in attitudes towards others.
- Discussion on helping children to be safe in their environment as well as around other people.
- Helping children to develop habits of personal hygiene.
- Nutritional guidelines including home gardens.
- Ways to help the ECD centre.





## Appendix C

### Registration of ECD Centres

All ECD centres are required to apply for registration. This is done by completing an application form and submitting it to the nearest office of the Ministry of Gender Equality and Child Welfare (MGE CW). (See Appendix J for the form.) Centres applying for registration are also encouraged to carry out a self-evaluation using the Assessment Form that is available from offices of the MGE CW and to submit this with their application for registration.

When an ECD centre applies for registration the MGE CW will arrange for a staff member to visit the centre within three months and carry out an assessment in terms of these standards. Based on this assessment the MGE CW may:

- Refuse to register the centre, in which case the centre may be given three months to rectify stipulated shortcomings or face closure; immediate closure may also be demanded in certain circumstances as stated below.
- Provide a conditional registration, in which case the centre will be given six months to attend to certain matters that are not yet in line with the standards; during this period the centre will be closely monitored to ensure progress is being made; registration may be granted only once the centre has complied with the standards

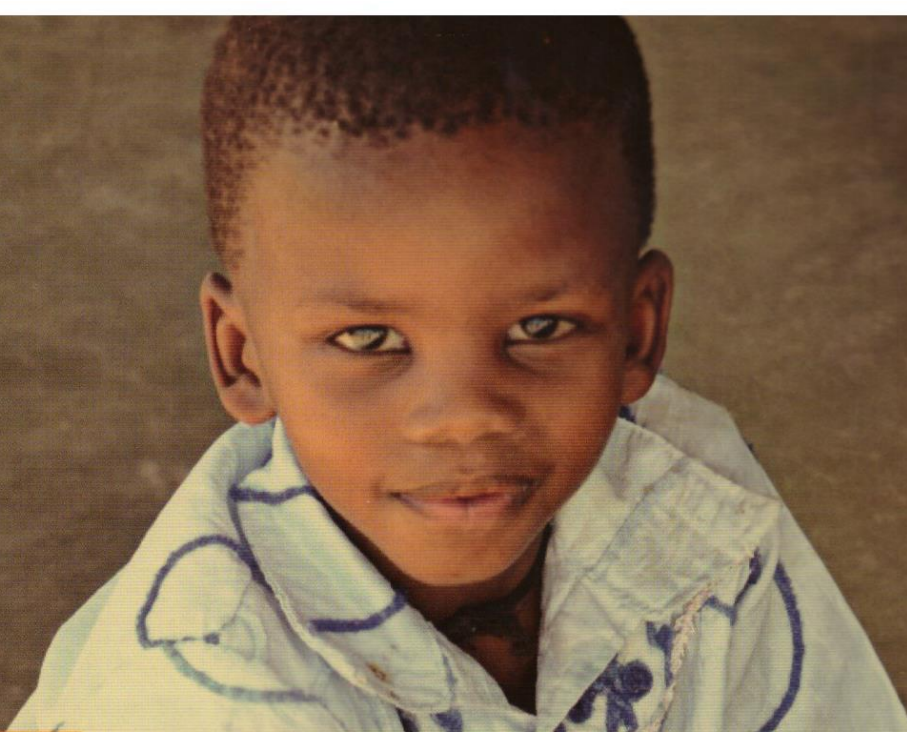
- Issue a certificate of registration, indicating that the centre is in compliance with the standards; such a certificate will be valid for a period of five years
- Issue the centre with a letter of commendation, indicating that the centre has achieved a level of excellence in accordance with the criteria stated in these standards; such a centre may be requested by the MGECW to assist, from time to time, in capacity development programmes of the MGECW.

A centre that changes ownership or address should apply anew for registration.

The following circumstances may lead to the immediate closure (or de-registration) of an ECD centre:

- Unsafe buildings or structures
- Refusal to meet the requirements as stipulated by the local authorities
- Jeopardising the health and safety of children
- Abuse of children
- Insufficient personnel and inadequate supervision of children
- Incompetent personnel
- Chronic lack of or inappropriate stimulation programme
- Discrimination that leads to violation of the rights of children
- Drastic reduction in the number of children utilising the facility
- A parent or management committee that is not functioning, dysfunctional, has poor co-operation and/or is involved with corruption and maladministration
- The community shows no interest, or there is no longer a need for the facility





## Appendix D

### First Aid Box - suggested contents

The first aid box should be painted white with a large red cross on the lid. It must be stored where children cannot reach it. Every staff member must know where it is and how to use the contents.

Below is an example of a list that can be placed inside the first aid box.

2 pairs Latex ('rubber' or 'plastic') Gloves (or a supply of plastic bags)	For incidents involving blood or body fluids
1 pr household gloves	For cleaning up blood spills
A small plastic bowl	To hold water and disinfectant while cleaning and washing wounds
50 ml disinfectant	For cleaning and washing wounds
100 ml household bleach (to dilute with 10 litre water)	For blood spills
1 packet gauze swabs (20)	For covering larger wounds and eye injuries
1 packet cotton wool (or a roll of toilet paper)	For cleaning out wounds and covering or compressing wounds

Waterproof plasters (20)	For protecting cuts and scratches.
Safety pins	To secure bandages, dressings and slings
Micropore tape (or sellotape)	For securing a dressing
75 mm bandage (or a long strip of clean material)	For stopping bleeding, covering wounds, or making a sling
Plastic bags	For refuse disposal
Scissors	For cutting plasters, bandages and material
Tweezers	For extracting splinters and bee stings
Tissues	For general absorption of liquids





## Appendix E

### Nutrition Guidelines

Well balanced meals and snacks help children to develop strong bodies and minds. If the centre provides food to the children it should ensure that the diet is nutritious, well-balanced and suitable for the age of the children. Centres that do not provide food should ensure that parents send children with nutritious food. Mothers of young babies must be encouraged to express breast milk to ensure exclusive breast-feeding for children up to the age of six months.

**A well-balanced meal will consist of all three types of food, for example:**

- Energy-giving food such as maize, porridge, omahangu, potatoes, sugar, fat, etc.
- Growth/Body building food such as fish, milk, meat, beans, eggs, and peanut butter
- Protective food such as cabbage, spinach, marula fruit, apples, oranges and other vegetables and fruits.
- Clean drinking water must be available to children throughout the day. Water from dams, wells, and rivers must be boiled and cooled before being given to children. The water must be kept in a covered container.



## The following are guidelines for the preparation of meals.

Menus can be planned according to the following basic meal patterns:

### Breakfast

Porridge with milk and sugar

### Mid-morning snack

Brown bread with margarine

Milk

### Midday meal

Protein-rich food or dish, e.g. dry beans, meat, fish, chicken, eggs, cheese

Starchy food, e.g. porridge, samp, maize rice, potato.

Vegetables, preferably dark green or deep yellow in colour, e.g. spinach, green beans, cabbage, carrots, pumpkin. The nutritional value of these vegetables is higher than that of other vegetables. Fruit, if possible, twice a week.

### Afternoon snack

Brown bread with margarine.

Peanut butter or other spread.

Milk to drink

- Do not discard meat bones or the outer leaves of vegetables but use these in soups or stews
- Do not scrape, peel or cut vegetables and potatoes the previous evening and leave them in water. These should all be prepared shortly before they are to be used, as the longer a vegetable (either raw or cooked) is left standing, the more food value gets lost. Do not soak vegetables once cut.
- Always put vegetables to be cooked in a small amount of boiling water; more can be added later, if necessary. Cook until soft and not longer as over cooking diminishes the food value. Any left-over water should be used in soup or gravy.
- A protein-rich food or body-building food such as dry beans, meat, fish, eggs or cheese, or a combination of these, forms part of the main meal every day, as it is essential for good nutrition. A small amount of fish, meat, chicken, egg or cheese, combined with dry beans or other dry legumes, makes a nutritionally adequate dish. A meal consisting of vegetable soup with bread or porridge is not adequate unless a body-building food is served at the same time.

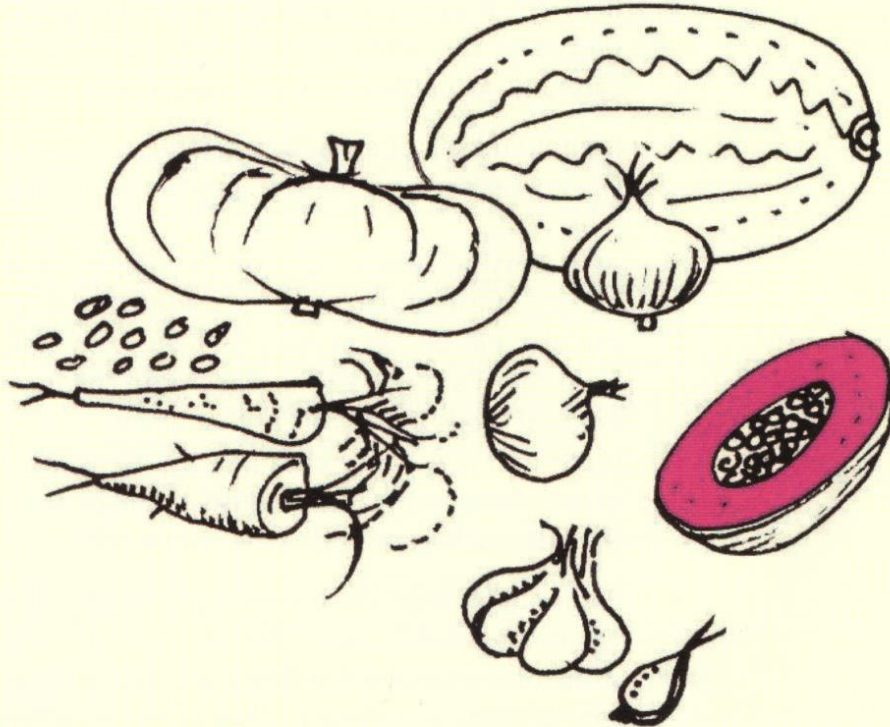
- Soya beans have a higher nutritional value than any other dry legume. Products made from soya beans, are much cheaper than animal protein and are good value for money. Serve these products at least once or twice a week.
- Peanut butter on brown bread is a good body-building food, especially when a milk drink is served at the same time.
- Sufficient protective foods, such as vegetables and fruit, have to be included every day in order to protect children against disease. If fruit is not available, use fresh, raw vegetables, e.g. tomatoes, cabbage, carrots.
- Skim-milk powder is the cheapest form of milk. If funds permit, full-cream, or low-fat (2%) milk should be used. Milk blends, although much cheaper, are not recommended as these do not have the same nutritional value as milk products.
- Use measuring spoons and cups and/or a scale to measure and weigh ingredients for recipes.

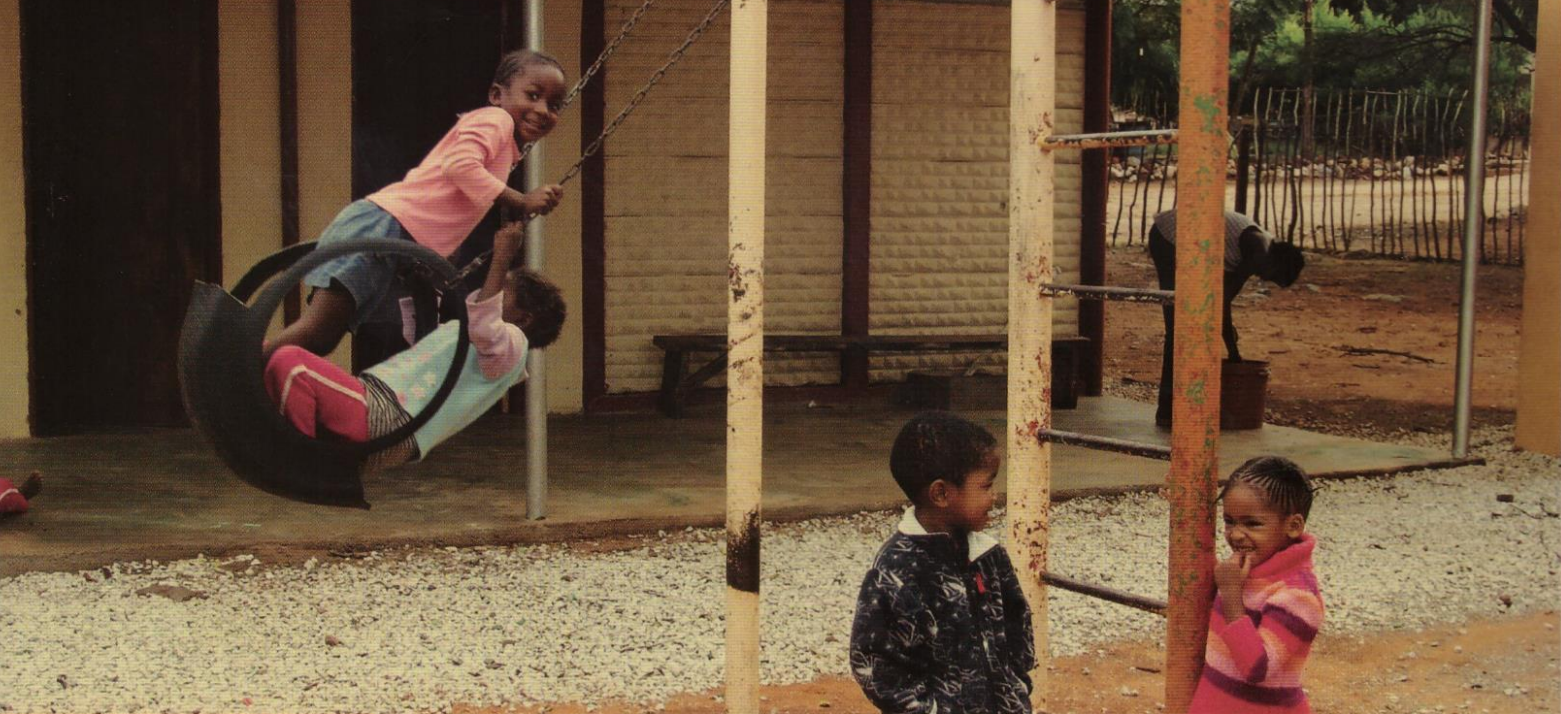
### Feeding of infants under two years of age

- Exclusive breast feeding is best for all babies from birth to six months.
- If it is not possible to breast-feed the baby the directions for preparing the artificial (formula) food should be followed very carefully. All bottles must be washed and brushed regularly.
- Do not add salt or sugar to the food.
- Parents should be told what their baby has eaten every day.
- As babies get older, i.e. from 6 months onwards they can eat pureed, mashed and semi-solid foods. By 8 months most infants can also eat pieces of food that they can pick up by themselves from the plate. By 12 months, most children can eat the same types of foods as the rest of the family. They should not be given foods that may cause choking (i.e., items that have a shape and/or consistency that may cause them to become lodged in the trachea, such as nuts, grapes, raw carrots).
- Babies older than six months and toddlers need to be given food when they are hungry. For the average healthy infant, meals should be provided 4-5 times per day, with additional nutritious snacks (such as a piece of fruit or bread) offered once or twice a day.
- Babies older than six months and toddlers need to be given a variety of foods, if possible. For example meat, poultry, fish or eggs should be eaten daily, or as often as possible, because they

are rich sources of many nutrients such as iron and zinc. Milk products are a good source of calcium and several other nutrients. If children have a diet that does not contain animal source foods (meat, poultry, fish or eggs, plus milk products) they cannot meet nutrient needs at this age unless fortified products or nutrient supplements are used. Other foods such as soybeans, cabbage, carrots, squash, papaya, green leafy vegetables, guava and pumpkin are useful additional sources of calcium.

- Every day children should eat foods that contain Vitamin A e.g. dark coloured fruits and vegetables; vitamin A fortified oil or foods; Vitamin C rich foods e.g. many fruits, vegetables and potatoes, to enhance iron absorption; and foods with Vitamin B vitamins including liver, egg, dairy products, green leafy vegetables, soybeans, vitamin B6 e.g. meat, poultry, fish, banana, green leafy vegetables, potato and other tubers, peanuts and folate e.g. legumes, green leafy vegetables, orange juice.
- Do not give babies and toddlers tea, coffee, fizzy or sugary drinks. Give them clean, safe water when they are thirsty. Babies who are exclusively breast-fed (0-6 months) must not be given water or other drinks. Parents should be discouraged from sending their children to the centre with packets of chips and other snacks that are high in fat, salt and sugar.





## Appendix F

### Children's Rights

The following is taken from "The State of the World's Children 2001, UNICEF: Section 28".

Very young children (0 – 3years) have the right to:

- Protection from physical danger
- Adequate nutrition and health care
- Appropriate immunisations
- An adult with whom to form an attachment
- An adult who can understand and respond to their signals
- Things to look at, touch, hear, smell, taste
- Opportunities to explore their world
- Appropriate language stimulation
- Support in acquiring new motor, language and thinking skills
- A chance to develop some independence
- Help in learning how to control their own behaviour
- Opportunities to begin to learn to care for themselves
- Daily opportunities to play with a variety of objects

Pre-school aged children have the right to, all of the above, plus:

- Opportunities to develop fine motor skills
- Encouragement of language through talking, being read to, singing.
- Activities that will develop a sense of mastery
- Experimentation with pre-writing and pre-reading skills.
- Hands-on exploration for learning through action.
- Opportunities for taking responsibility and making choices.
- Encouragement to develop self-control, cooperation and persistence in completing projects.
- Support for their sense of self worth.
- Opportunities for self-expression.
- Encouragement of creativity.





## Appendix G

### Guidelines for a parent committee

A parent committee must want what is best for the children and be prepared to help the ECD Centre staff achieve this. Parent committees can invite a person with special skills e.g. clinic sister, lawyer, community development worker, to join the committee. The person in charge of the ECD Centre must be a member of the parent committee.

#### Members of the parent committee should:

- Understand the importance of holistic development of children
- Be sensitive to the conditions facing the community as a whole and the children in the centre in particular.
- Work as a team with the centre staff and support them wherever they can
- Be honest and reliable
- Not be paid for being members of the parent committee

#### Responsibilities can include all or some of the following:

- Help the ECD Centre acquire toys and equipment and keep these in a good condition

- Help the ECD Centre maintain the building and grounds in a good condition
- Make links with the wider community and encourage them to support the ECD Centre
- Help the ECD Centre find and keep staff who are committed to the well being of the children
- Help write policies on, for example, equipment, admissions, nutrition, child protection
- Help raise funds for the ECD Centre
- Provide help with the management of finances
- Encourage all parents to pay fees or provide services if they are unable to pay fees
- Help run the parent committee meetings by, for example, setting dates, notifying members, taking notes, carrying out decisions.





## Appendix H

# Job Description for an ECD Worker

Every ECD worker should have a written job description so that she knows what she is expected to do in the ECD Centre.

### **A job description for an ECD worker must include:**

- The job title
- The purpose of the job
- The responsibilities of the worker
- Hours of work
- Who the worker reports to
- The date when the worker was appointed

### **An example of a Job Description**

Name:

Job title:

Date of appointment:

Hours of work:



Qualifications:

Support and supervision from:

Purpose of this job: to support the holistic development of children in the ECD Centre in a gentle and responsible way.

Responsibilities:

- Plan activities on a weekly basis
- Help children to take part in activities according to their needs and interests
- Spend time with children individually as well as in small and large groups
- Keep a clean, safe and friendly environment for all children
- Supervise the children at all times
- Add to your own knowledge of early childhood development and build up a file of interesting activities for children
- Take part in staff meetings at the centre
- Keep registers, records and files (folders) of the children up to date
- Keep in touch with the parents of all the children in your group.





## Appendix I

### Employment Contract

Every staff member at the ECD Centre should have a contract of employment. This should be signed by the person in charge of the centre and the ECD worker before or on the day the worker starts at the centre.

**The following should be included in an employment contract:**

- The name of the ECD worker
- The name of the person in charge of the centre (such as the owner, supervisor, or manager)
- The date when the ECD worker will start work
- The date on which the contract will end – if it is a short term contract such as one year.
- *The responsibilities as written in the job description*
- Date when the salary will be paid
- How the salary will be paid, e.g. into a bank account or in cash
- If there will be a bonus
- Hours of work
- Notice (termination of employment) period
- Leave: ordinary, sick, compassionate, maternity, paternity, study

- Any benefits e.g. pension, medical aid, study loan
- Grievance procedure
- Disciplinary procedure
- Details of staff training and support programme.



# Appendix J

## Application Form for the Registration of an ECD Centre

<b>1. Application for Registration of an ECD Centre</b> To be completed by the ECD Centre Manager			
<p>All ECD Centres should be registered with the Ministry of Gender Equality and Child Welfare through its Regional Offices.</p> <ol style="list-style-type: none"> <li>1. Fill in this application form and take it to your nearest MGECW Office</li> <li>2. You will be given a copy of the National ECD Standards for ECD Facilities. Check that your ECD Centre is following the Standards</li> <li>3. Your Centre will receive a visit from an Assessor from MGECW who will go through an Assessment Form based on the Standards at your centre with you.</li> <li>4. After the visit, your centre will be given a Registration Status and Number. The Status can be               <ul style="list-style-type: none"> <li>• Not registered or</li> <li>• Conditionally Registered or</li> <li>• Registered or</li> <li>• Commended</li> </ul> </li> <li>5. If your centre is given a <u>not registered</u> status, you will be given a list of actions to take immediately in order to be eligible for registration.</li> <li>6. If your centre is conditionally registered, you will be given a specific period of time to improve your centre and thus your registration status.</li> <li>7. If your centre is registered or commended you will be given a certificate with this information.</li> </ol>			
1	Date The Application is Submitted	Day	Month
			Year
<b>2. Details About The Centre/Facility</b>			
2.1	Centre/Facility Name		
2.2	Region (Tick Only One)	<input type="checkbox"/> Caprivi <input type="checkbox"/> Erongo <input type="checkbox"/> Hardap <input type="checkbox"/> Karas <input type="checkbox"/> Kavango	<input type="checkbox"/> Khomas <input type="checkbox"/> Kunene <input type="checkbox"/> Ohangwena <input type="checkbox"/> Omaheke <input type="checkbox"/> Omusati
			<input type="checkbox"/> Oshana <input type="checkbox"/> Oshikoto <input type="checkbox"/> Otjozondjupa
2.3	Constituency		
2.4	City/Town/Village/Farm		
2.5	Phone Number(s) (Land and Cell)		
2.6	Fax Number		
2.7	Email Address		
2.8	Physical Address		
2.9	Postal Address		

2.10	Number of Children Enrolled	Male	Female
2.11	Ownership Of The Centre/Facility (Tick Only One)	<input type="checkbox"/> Community <input type="checkbox"/> Private <input type="checkbox"/> NGO	<input type="checkbox"/> Faith Based Organization <input type="checkbox"/> Other _____
	2.12 Type Of Structure (Tick All That Apply)	<input type="checkbox"/> Model ECD Centre <input type="checkbox"/> Traditional <input type="checkbox"/> Corrugated Iron <input type="checkbox"/> Church Building <input type="checkbox"/> School Building <input type="checkbox"/> Brick	<input type="checkbox"/> Shed Without Walls <input type="checkbox"/> Pre-Fab <input type="checkbox"/> Home-Based Centre <input type="checkbox"/> Under Tree <input type="checkbox"/> Other _____
<b>3. Details About The Director/Manager/Head Of Centre/Facility</b>			
3.1	First Name		
3.2	Surname		
3.3	Gender	<input type="checkbox"/> Female	<input type="checkbox"/> Male
3.4	Is Director/Manager/Head Of Centre/Facility Also A Caregiver/Educarer at the Centre?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
3.5	Phone Number of Director/Manager		
3.6	Cell Number of Director/Manager		
3.7	Fax Number of Director/Manager		
3.8	Email Address of Director/Manager		
	3.9 Facility/Centre Open Time		
	3.10 Facility/Centre Close Time		
	3.11 Welfare Organization Registration Number (if available)		
	3.12 Trust Registration Number (if available)		
	3.13 Other Registration Number and with what body (if available)		

Thank you for your application. You will be contacted by a staff member of the MGEWCW and receive a visit from a MGEWCW Assessor. If you have not heard from anyone within 4 weeks, please feel free to follow up.

<b>4. To be Filled in by MGEWCW Personnel</b>			
Full Name of MGEWCW staff			
Position			
Region			
Constituency Office			
Signature of staff member			
Office Telephone Number & Cell phone of MGEWCW Staff			
The Centre's ID Number (from database)			
Date that this Application for Registration was received in the local MGEWCW office	Day	Month	Year
Application Number			

The standards were pre-tested in the field by the following persons, with the ECD Centres they assessed in brackets: Kingston Makoni (Tui Ni Dube, Gobabis; Let's pull Together, Skoonheid; Sr Ceferino Jiminez Malla, Kalahari) Sevesius Marcellinus Witbooi (Vicky van Rooi's Little Sunflowers, Rehoboth; Otto Xamseb, Rehoboth), Andrew Dawid Lafrens Gariseb (Immanuel Kindergarten, Gibeon; Lammersrus Kindergarten, Rehoboth; E.L.C.N. Ebenhaezer Kindergarten, Mariental), Mildred Marion Feris (Kleine Harlekyne, Mariental), Uaitavera Kavezeri (Freedom Square, Gobabis; San Pre-school, Gobabis), Simon Kangootui (Martyrs of Uganda, Steinhausen), Loide N Velishavo (Etunda Kindergarten, Ruacana; Eengobe Kindergarten, Anamulenge; Vision Private Primary School, Outapi), Luise N Shikongo (St Pius, Okalongo; Ekongolinene, Etayi; Okatunda Ka Haudano, Okalongo; Oshikuku R.Star, Oshikuku), Linda R Kandongo (Tsandi English Pre-Primary School, Tsandi; Ambrosius P A Pre-Primary, Okahao; Tsandi; Mupolo ECD Centre, Onesi), Hilma Elias (Dr S Kamati, Oshakati West; Fillipine Kindergarten, Ongwediva; Smiley Kids Pre-Day Care Centre, Ondangwa; Olukango, Okatana; Oshakati Kindergarten, Oshakati), Lancy Tjombonde (Vision Kindergarten & Day Care Centre, Oshakati; Lancy I Kindergarten, Oshakati; Busy Bee, Oshakati; St Joseph Pre-school, Oshakati), Mary Kaverandua Mberirua (Learn & Play Pre-Primary, Windhoek; Omusati Pre-primary & Day Care Windhoek; Ada Huigu Pre-Primary, Windhoek), Francina Soul (Motacs Pre-school, Windhoek; SheHaye Pre-school & Day Care, Windhoek; Vilhanga Pre-school Day Care, Windhoek), Elizabeth Manase (Angels Day Care Windhoek; Central Methodist Pre-Primary, Windhoek; Sr Hildegard Kindergarten, Windhoek), Nelvin Tjuiju (Survive Day Care, Windhoek), Macci Boois (Dr Sam Nujoma Kindergarten, Windhoek; Orphan Future Children's Hope KG, Windhoek; Corpus Christi Kindergarten, Windhoek), Kwani Huaraka (Namibian Kiddies Creche, Windhoek; Emmanuel Pre-Primary school, Windhoek; A-Z pre-school, Windhoek), Abedi Kaiko (Gobabis Gymnasium Private School, Gobabis; !Om dare, Vasdraai; Otjongombe ECD Centre, Aminuis; Light the Children, Gobabis; D.Kotjinjo Community Kindergarten, Otjombinde; Epukiro English Kindergarten, Epukiro).

The contribution of the following ECD Centres, that agreed to be visited by the assessors during the testing of the assessment form, is also gratefully acknowledged: Community Development Day Care, Katutura Central, Windhoek; Esther's, Katutura East, Windhoek; Esther's Kiddies Creche, Katutura Central, Windhoek; Rikumbi Kandanga Kindergarten, Samora Machel, Windhoek; Z.Kameeta, Soweto, Windhoek; Dr Sam Nujoma Pre-Primary School, Tobias Hainyeko, Windhoek; Cimbebasia Pre-school, Windhoek West; Veronica Vilhanga Kindergarten/Day Care/Pre-school, Windhoek West.