

ADVANCED DIPLOMA IN EARLY CHILDHOOD EDUCATION (ECE)

ECE 202 ORGANISATION AND MANAGEMENT OF EARLY CHILDHOOD EDUCATION

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OVERVIEW

So far in this programme, ADVANCED DIPLOMA IN EDUCATION (EARLY CHILDHOOD EDUCATION), you have studied the Foundations of Early Childhood Education.

You have also studied the Theories and Principles of Child Development. The ‘Analysis of the Concept of Curriculum and Instruction in Early Childhood’.

However, of great importance and relevance to this module, are your studies of curriculum planning, development and implementation (pgs 85–106). This is because, apart from giving you a background on how elements of educational policy can provide guidance for curriculum and instruction, units 3-5 expose you to the concept of planning in education.

Another previous component of your study, which you should also need to refer to, is Module Six in Book 2. The module deals with the changing views of early childhood and goes on to present various models of early childhood educational provisions as examples. These examples have relevance to this module.

This module, titled: ORGANIZATION AND MANAGEMENT OF EARLY CHILDHOOD EDUCATION is the practical section of your course, whereby all the strands of your previous studies are brought together to help you provide a well planned early childhood care and education services that are qualitative and dynamic. The module will be treated in six units.

Glossary of Terms and Abbreviations

You will come across some terminologies in the treatment of this module. This is not to confuse you but to expose you to concepts, ideas, acronyms and vocabularies globally used in relation to early childhood education.

- ❖ Early Childhood Education Facilities:- This is referring to Day Care Centres or any pre-primary educational institution, be it a nursery or kindergarten or crèches.
- ❖ CRC:- Children’s Rights Convention. This is a document on the Right’s of the Child, which was adopted by the General Assembly of the United Nations on 20th of

November 1989. The fifty-four articles it contains were agreed upon at the World Summit for Children in 1990. Nearly all the nations of the world have endorsed the document committing themselves to the Declaration on the Survival, Development and Protection of Children. Nigeria is one of the nations that endorse the document.

- ❖ ECC:- Early Childhood Care. This term is often used as an encompassing reference to the holistic development of children involving health, nutrition, care and education.
- ❖ ECCDE:- Early Child Care, Development and Education. Again this term tries to capture the complexities encountered in discussing the importance of the all inclusive perspective of viewing early childhood issues.
- ❖ EFA:- Education For All. This is also a World Declaration to provide universal access to education opportunities designed to meet basic learning needs of every person. The declaration was made at a World Conference on Education For All in Jomtien, Thailand in 1990.
- ❖ ESA:- Education Sector Analysis. A unit has been set up at the Federal Ministry of Education to carry out the instrumentation, data collecting and analysis of the education sector in order to facilitate education sector planning in Nigeria.
- ❖ NPE:- National Policy on Education.
- ❖ ECC:- This is referring to any form of social/health services provided for the well being of young children.
- ❖ ECE:- This is referring to any form of social/health services provided for the well being of young children.
- ❖ ECE Practitioners:- Generally referring to adults, professionals or non-professionals who are working for and with children in their early years.
- ❖ ECC Service: All forms of ECC facilities including Child Minders or Domestic Day Care.
- ❖ NERDC: Nigeria Educational Research and Development Council.
- ❖ IECD:- Integrated Early Childhood Development.
- ❖ UBEC:- Universal Basic Education Commission.

UNIT 1: THE EXPANDED VISION OF UNIVERSAL BASIC EDUCATION AND GOVERNMENT'S PLANS TO FULFIL ITS COMMITMENT FOR EARLY CHILDHOOD EDUCATION IN NIGERIA

INTRODUCTION

More than ever before, most nations of the world are realizing that in order to meet their commitment to universal basic education for all citizens, their vision for education must stretch to the extent of the global views.

This unit will establish the drive towards the provision of universal basic education within which early childhood care and education is now a component. It will illustrate government's plans to fulfil its commitment to "expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children".

OBJECTIVES

By the end of this unit, you will be able to:

1. identify the global trends towards the expanded vision of universal basic education; and
2. trace government's plans to fulfill its commitments to early childhood education and development.

Rationale for Expansion

Equality of access to education and equal treatment in the school are essential conditions for all forms of social equity. They are important not only to the individuals but also to their families and the communities in which educational institutions are located. As a result, issues of providing equal access to education at all levels have become very paramount to government throughout the world.

The Global Trends towards Expansion of Basic Education

The global trend to universalize education began in 1948 with the universal Declaration on Human Rights. The document contains the fundamental human right: '**The Right to Education**'. As nations throughout the world strive to fulfill this right to all their citizens, other emerging issues affecting the realization of the right to education began to be addressed through further global proclamations and conventions. Of particular relevance are the following:

1990: Jomtien Declaration on education for all (EFA) and the framework for action to meet basic learning needs.

1990: The Convention on the rights of the child enters into force, codifying the right to education for all children into international law.

1999: The New Delhi Declaration on the E-9 countries (i.e. the nine countries with the largest concentrations of illiterates Nigeria is a member).

1992: The Qugadougou Pan-Africa Declaration on the education of girls and women.

1995: The Ammam Re-affirmation, calling for the forceful pursuit of Jomtien recommendations.

1997-2006: OAU Decade of Education in Africa-Inter-African cooperation on education.

The OAU Charter on the Rights of the CHILD was also agreed on.

2000: Dakar Summit on Education For All.

These various declaration and covenants, among others, have made governments throughout the world to begin to consider education with an expanded vision. Tahir (2001) in his annual report on UBE in Nigeria, remarked that

Although UBE is home-grown, it has its roots in trends and development in education in global commitments”.

Similarly, early childhood care, development and education in Nigeria have its roots in these global trends. The implications for early childhood education rest on the conviction that:

- (i) children have rights, which must be respected;
- (ii) good quality care and education from the start has positive impact on children’s healthy growth and future learning successes;
- (iii) all children are entitled to access the opportunity for early childhood education; and
- (iv) culturally relevant, community and family supportive provisions represent best models for early childhood facilities.

ACTIVITY I

1. Read Appendix 1 attached to the end of this module. It is the extract from the actual document of the World declaration of Education for All: Meeting the Basic Learning Needs (adopted 9th March, 1990)
2. PAY ATTENTION TO ARTICLE 5, and make notes. What do you think are the results of global trends on early childhood education in Nigeria?

THE RESULT OF GLOBAL TRENDS ON EARLY CHILDHOOD EDUCATION IN NATIONAL POLICY ON EDUCATION

The influence of global trends on early childhood care and education has resulted in the following:

- (i) Recognition of the importance of ECCE as the bedrock for all future learning.
- (ii) Recognition that ECCE is crucial to National development.
- (iii) The extension of Universal Basic Education to include early childhood/pre-primary education.
- (iv) Government's definite statement to establish pre-primary education in the existing public schools.
- (v) The realization that ECCE is integrated and intersectoral for a holistic benefit to children.
- (vi) Government stronger commitment to ensure quality and efficiency in the organization and management of ECCE facilities.

These realization of the points mentioned above are important when you are planning for the organization and management of ECCE facility. They are points you will need to consider as you choose your goals, plan the curricula and design the activities of your facility.

ACTIVITY II

1. What are the influences of global trends on early childhood education?
2. How do you think this will affect the organization of ECCE/pre-primary school?

Government's Plans for ECCE

At the 2000 Dakar World Education Forum: "an agenda for education in the 21st century" six goals were articulated for action. Two of these goals are relevant to ECCE. They are:

- Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.
- Ensuring that by year 2015, all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities have access to and complete free and compulsory primary education of good quality.

The government is a signatory to the Dakar Summit for action. This provided an impetus to the Government to look again into the policy on ECCDE and pre-primary education. Therefore at the follow-up national EFA forum in 2001 at Abuja, the matter of ECCDE was properly discussed. The output of group 5 that deliberated on the matter re-emphasised that the early years are critical in the formation of intelligence, personality and psychosocial

development. For this reason among others, ECCDE should form the bedrock of the UBE programme in Nigeria. Therefore by the year 2010, eighty percent of Nigerian children under the age of six years, regardless of gender, residence, special needs etc, should have access quality and culturally relevant ECCDE; and a hundred percent by the year 2015.

Government adopted these targets and expanded the scope of the UBE to encompass:

- ◆ Early child stimulation and care for children aged 0-30 years in family and non-formal community-based facilities.
- ◆ Pre-primary education for schools readiness in formal and non-formal settings.

By the passage of the UBE in 2002, governments determined plans to fulfill its commitments on ECCDE were established. Read appendix 2 for more details of the UBEC Programme package in early childhood care, development and education.

ACTIVITY III

1. What are the two goals from the Dakar World Education Forum that are relevant to ECCDE?

SUMMARY

We have learnt in this unit that:

- Education is the fundamental human right of every human being.
- Provision of equal access to quality education was the main force to the global trends towards expansion.
- The various global conventions and declarations strengthen the commitment of government to make provision for early childhood care and education.
- Government's attested plans to expand ECCDE were established through Universal Basic Education Bill, which was passed in 2003.

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UNIT 2: ORGANIZATION OF EARLY CHILDHOOD EDUCATION DEFINITION OF CONCEPT AND THE KEY ISSUES IN EARLY CHILDHOOD EDUCATION

INTRODUCTION

Until a few decades ago, parents and even educators thought that the only thing children need, from the day they are born is to be provided with the proper physical needs – i.e. food, shelter, fresh air, clean and hygienic environment. It is thought that if we give them all these, we have done our best for children to develop. However, we now know through modern psychology that to provide only physical needs are not enough. More importantly are the findings that proved that learning starts from birth (Hermanns 1992) and so children are capable to learn very fast from a very early age. As a result, we have to provide for children's emotional, social and intellectual development.

- What can you do to provide children with such opportunities?
- How can you ensure that all the people who should be involved in providing these opportunities play their roles?
- How do you plan for what the children should learn?

These and other questions are the focus of this unit.

OBJECTIVES

By the end of this unit, you will be able to:

1. define and explain the concept of organization; and
2. list and explain the implications of the key issues involved in an integrated early childhood development.

DEFINITION AND CONCEPT OF ORGANIZATION

The word 'organization' quickly brings to mind related concepts such as:

- people;
- planning;
- goal setting;
- focus purposes;
- arranging;
- itemizing;
- relationships/partnership; and
- authority.

All these ideas are elements entrenched in the general theory of administration and management. Thus, any time you are talking about organisation you have at the back of your mind, management and administration. As a result, many writers on school administration or educational management have proffered definitions for the word ‘organization’. Common elements amongst them are:

- i. An organization, involve a group of people coming together to work as a team to achieve a set purpose.
- ii. There is a goal or (set goals) that they all believe is achievable which is binding them together.
- iii. For orderliness, there will be a leader who is accepted and respected to take decisions
- iv. Each member of the group has a designation and a component of the task which must be accomplished for the common success of the set purpose.
- v. There is mutual respect between the leader and the followers.

According to Hampton (1981), quoted in Akinyele and Oshionebo (2002) an organization is defined as:

“the systematic arrangement of the people, resources and technology intended to accomplish some purposes that have been pre-determined”.

Thus we can summarise that the key elements are:

- People.
- Goal.
- Management.

ACTIVITY I

Please answer the questions in your notebook:

1. Is an early childhood care and development facility an organization? Give at least five reasons to support your answer.
2. Who are the people involved in an early childhood care and development facility?

Key Issues in Early Childhood Education

Early childhood care, development and education command the nurturing of young children in safe and secure environment which allows them to become healthy, alert, secure and able to learn. It involves supporting young children’s needs to survive; to become useful to themselves and their communities. It also involves the co-operation and participation of their families and communities. Thus, the expanded vision of early childcare demands an integrated and holistic approach to early childhood development. Pertinent to its organization and management are certain key issues.

These key issues are:

1. Policy

A policy provide the framework within which an organization or an individual functions. According to U. A. Alkeleri et al (2002) quoting Laswell and Kaplan (1972), a policy is defined as the projected goals, values and practice. It is an agreement to the objectives of actions and the ways and means of achieving those objectives. It implies an accurate diagnosis (assessment of contextual situations) of the needs of future situations, a definition of issues involved, a capability to act, the will to act, and timeliness of the action. (Alkeleri 2002)

Education in Nigeria is guided by the National Policy on Education. Under the policy, Early Childhood/Pre-Primary Education is described as the education given in an educational institution to children prior to their entering the primary school. It includes the crèche, the nursery and the kindergarten. The policy document also stated the following purposes of ECC/Pre-Primary level of education:

- a. Effect a smooth transition from home to school;
- b. Prepare the child for primary education level;
- c. Provide adequate care and supervision for children while their parents are at work (on the farm, in the markets, offices, etc);
- d. Inculcate social norms;
- e. Inculcate in the child the spirit of enquiry and creativity through the exploration of nature, the environment, art, music and playing with toys etc; develop a sense of cooperation and team spirit;
- f. Learn good habits; and
- g. Teach the rudiments of numbers, letters, colours, shapes, forms, etc through play.

The policy also stated that private efforts in the provision of ECC/Pre-Primary education will be encouraged.

As a result, it is mandatory that when planning or organizing a nursery/kindergarten, private proprietors must consult the National Policy on Education.

2. Quality

The issue of quality is very important. The factors affecting quality at the early childhood education level are:

- i. Lack of trained teachers/caregivers
- ii. Inadequate information dissemination on government guidelines and minimum standards for ECE/Pre-primary education.

- iii. Too much concentration on the formalised model of provision. This gives room for sub-standard provisions under the guise of ‘day care’ or ‘child minder’s service.

The government, through its agency (NERDC) has produced ‘The Minimum Standard For Integrated Early Childhood Development in Nigeria’. The document is expected to provide guidance to ECC/Pre-Primary education organizations through the following stated objectives:

- i. To bridge the gap in the National Policy on Education by specifying guidelines for the care and education of children aged 0 – 3 years.
- ii. Realise the match from practice to policy in the care of children aged 0 – 6 years
- iii. Promote IECD programme in Nigeria
- iv. Ensure the provision of care and support to Nigerian children in the crucial years of 0 – 6 in form of good nutrition, health, safe environment, psychological stimulation, protection and security
- v. Bench-mark the care and supervision of children while their parents are at work thereby promoting the economic viability of Nigerian citizens.(NERDC. 2004)

You will notice that both the National Policy on Education and the minimum standards policy compliment each other. These should form the basis on which you should evolve your standards to match your values for the organization.

What are the Implications?

- a. Introduce and plan for organizational self-monitoring strategies
- b. Evolve an in-house selection policy for learning materials, toys, etc.
- c. Train/re-train teachers/ caregivers.

3. **Intersectorability**

Over the years, early childhood care in Nigeria has metamorphosed from a single sectoral approach to a multi-sectoral pursuit by converging interventions in health, nutrition, care, stimulation, protection and participation of the child. Thus, activities, policies and contributions relating to young children or their families in other sector need now to be considered when organizing an early childhood education facility. This issue is emphasised by the statement that “although the ECCE has been in operation for many years, Integrated Early Childhood Development is a novel idea to the country”. (NERDC 2004). Being a novel idea also requires novel approach in its organization and management. This also calls for the integration of other policy and legal document concerning the child.

What are the Implications?

- a. Other policies impact must be considered and planned for.
- b. Re-training of practitioners to empower them to cope.

4. Partnership

Partnership is vital to an effective, result-oriented organisation that is sustainable. The nurturing, caring and education of children depends on several people. Those who influence the survival, growth, development and stimulation of the child are:

- Family caregivers (parents, grand mothers, older siblings, etc) at the household level
- Caregivers (teachers, day care nannies, birth attendants, nurses, doctors, etc) at the institutional level
- Community members (opinion leaders, CBO, PTA, neighbourhood groups)
- Statutory (Government, State, Local Authority, School Board/Directors). Formulation of policies, guidelines, curriculum, supervision, financing, training, etc (H.I. Johnson 1996).

Partnership is essential. The need for cooperation by all concerned cannot be over emphasised. An understanding and mutual respect for the feelings, opinions, skills and experiences of all the partners will make positive contributions to the effectiveness and smooth management of any organization.

The family has a life-long influence on the child. What a child grows up to be largely depends on the influence of the parents within the home environment. The family sets the cultural standards and values. It also influences the social and status standards within which the child operates. The language mode and style, the food and eating habit, all come from the family.

Parents, particularly the ‘mother’ has long been considered a critical key to children’s success in school. Research has shown that increased parental involvement boosts children’s attendance in school; improve their perception and attitudes towards schoolwork, lowers students’ discipline problems, and increases student’s aspiration. (Caplan, Choy, and Whitmore 1992; Henderson and Beria, 1994;Olmstead and Rubin, 1983). Parental involvement is therefore crucial especially at the early childhood stage. Therefore, it is important to seek every opportunity to partner with parents. They are a formidable partners.

What are the Implications?

- a. Include strategies to involve all partners in decisions and activities i.e. participatory approach whenever major decision is to be taken.
- b. Increase your organizational capacity to cope by retraining, expanding knowledge base, inviting experts to talk on issues and topics that are not familiar.

- c. Focus on strategies that will encourage increased participation by parents.

5. Finance (Funding)

According to the National Policy on Education, Revised 4th Edition (2004), the financing of education is a joint responsibility of the federal, state and local governments and the private sector. In this regard, government welcomes and encourages the participation of local communities, individuals and other organizations in establishing educational institutions. Nursery/Kindergarten schools are more patronised by private individuals who are not included in any form of subvention from the government.

What are the Implications?

- a. Tendency to employ un-qualified teachers in order to cut cost by private proprietors.
- b. Over-crowded class-far below class ratio:
1 caregiver + 1 helper: 20 – 25 children (0 – 3 years).
1 caregiver + 1 helper: 30 – 35 children (3 – 5 years).
- c. Tendency for insufficiency of learning and teaching materials
- d. Plan ahead to ensure strong financial base in order to resist adverse tendencies, which are detrimental to the proper care and development of the child.

ACTIVITY II

Write the answers in your notebook.

1. What are the key issues affecting the organization and management of early childhood care, development and education? Explain the implications on the organization.
2. By reading other materials, asking questions and applying your experiences, make short notes on at least three groups of people who are influencing partners in the organization of an early childhood care and development facility.

SUMMARY

- In this Unit, you are introduced to the basic concept of organization. You are able to understand that the current views on early childhood development are focused on holistic and integrated development. These new integrated approach raises some key issues, which were discussed. Furthermore, we explored the practicalities of the theories, principles and ideas highlighting policy, quality assurance, inter-sectorality, partnerships and finance.

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UNIT 3: ORGANIZATION OF THE EDUCATIONAL ENVIRONMENT: COMPONENTS AND PLANNING PROCEDURES

INTRODUCTION

Organization in general is very important in the adult's life as well as in the life of the children. The organization of the Educational environment dictates to what extent the children will benefit from the provision of that educational institution. The children's behaviour as individuals and as part of the society, the extent of their independence, their ability of concentration or absent mindedness, their habits and manners depend on the organization of the environment. Therefore in this unit, we shall be describing the organization of two facilities: a crèche and a kindergarten referring to them as the educational environment quite distinct from the child's immediate environment in the home or in the street.

A simple short planning cycle will be used in order to drive home the point that the purpose of organizing any educational environment is to help children acquire the ability to develop "life-long" learning skills.

OBJECTIVES

By the end of this unit you will be able to:

1. define an educational environment;
2. identify the components of an educational environment; and
3. describe the steps involve in planning an educational environment.

WHAT IS AN EDUCATIONAL ENVIRONMENT?

The dictionary defines an environment as surroundings, circumstances, and influences. While in the same Oxford Advanced Learners' Dictionary, educational is defined as the adjective of education, having connection with the systematic training and instruction (especially of the young, in school, college, etc.). Thus an educational environment can be described as a pre-determined surrounding where teaching and learning take place.

The idea that an educational environment is pre-determined, suggests that:

- i. it is selected from perhaps a number of options to foster learning purposes;
- ii. it is objectively prepared for teaching and learning purposes;
- iii. it is systematically planned to achieve learning purposes;
- iv. operators within an educational environment vary according to the pre-determined target;
- v. it fosters learning; and

- vi. the operators within the educational environment can greatly influence the impact of its effectiveness.

The education of the children depend upon the organization of the environment, their behaviour as individuals, as part of the society, the extent of their dependence, their ability of concentration or lack of it, their habits and manners all these depend on the organization of the environment. Therefore, when we organise a crèche or a kindergarten we refer to it as the educational environment, so that it may be distinguished from the children's immediate environment in the home or in the street.

The components of An Educational Environment

The organization of an educational environment occurs in a cycle that is made up of the following components:

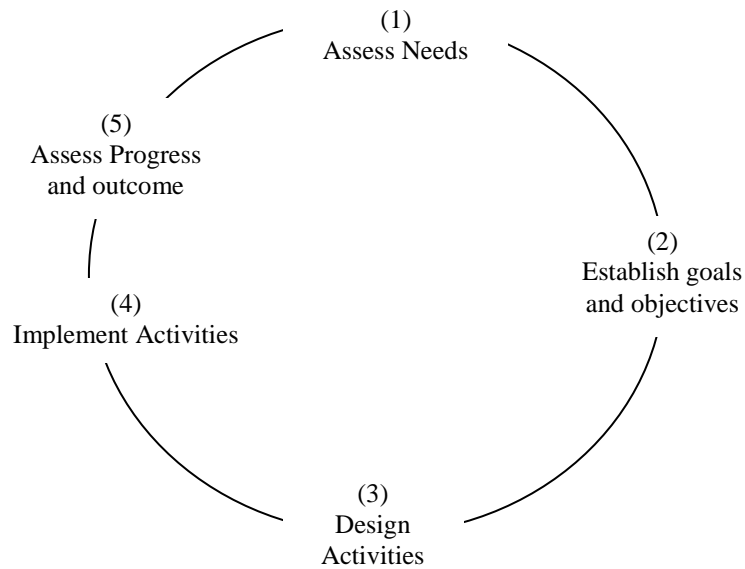
1. The Goals (input) consisting of the tasks to be accomplished by (a) the teacher/caregiver and (b) the (learners) children.
2. **The Curriculum (content):** The learning experiences and methods/strategies that will be used to achieve those goals.
3. **The Resources:** These include the physical and organizational structures that can influence the curriculum and the goals for achieving the goals.
4. **Outcomes:** The measurement of the extent to which the goals for the educational environment has been achieved as well as the identification of any need for improvement of the educational environment. (See figure 1)

The Short Planning Circle

Figure I - is characteristics of all Planning process. Can you recall the definition of an organization used in the last unit? Yes, we said an organization is the systematic arranging of people, resources and technology, which are intended to achieve a pre-determined purpose. Such pre-determination is based on planning. So we are going to use fig. I to help us make certain consideration as we organize the educational environment for the children in their early years.

Since we are focusing on the crèche or kindergarten, I will draw examples from existing crèche and kindergarten with which I am familiar. But before we continue I want you to do the next activity below.

Figure I: A Short Planning Circle



In planning, you consider many questions, which must be answered based on facts, knowledge or references to existing samples. The answers are then analysed to take informed decisions.

Using this planning cycle, I explored the kindergarten at the National Women Development Centre, (NWDC) Abuja in 1993. The finding of the survey will be used to explain each component so that you will understand its application in a real life situation.

Background: - The National Women Development Centre, Abuja was built to serve as a multi-purpose development centre. It has a training section with different training facilities, a shopping complex, restaurant, a large conference hall, and a purpose-built kindergarten. The centre portrays a community bubbling with activities that involve women. The information brochure of the NWDC was consulted. The following points were identified as being the assessed needs for planning to organise a kindergarten at the centre.

□ **Component 1 –Assess Needs.**

- The centre serves women (especially young women) who are in childbearing stage.
- It is situated in the central area of Abuja with many offices around it. Parents with young children are employees in those offices.
- Since the centre is designed to showcase a model for African countries on issues of women and families, matters relating to children are also addressed.
- Government in its policy on education acknowledges that “learning begins at birth” and all children have the right to learning opportunities.

- Government alone cannot provide all the facilities, so private individuals, companies, organizations, or communities are encouraged to establish educational environment.
- Child's right is respected to ensure an early-childhood friendly educational environment.
- The children need to be cared for while their parents were otherwise engaged outside the home.
- There are some private nursery schools around that cater for children age 3-6 years.

The above analysis of the needs informed the decision to include the provision of a crèche in the plan of the National Women Development Centre (NWDC).

ACTIVITY I

1. Imagine that you have just moved into a community that has no kindergarten, how would you go about assessing the needs for one in that community? What questions will you ask? What documents will you consult?

□ Component 2: - Establish Goals and Objectives.

The goals and the objectives are the driving force to any intention or pre-conceived idea. Without the goals all ideas or plans will remain an un-explored jungle. Therefore, it is very important that we present the statement of goals and objectives in clear terms. The goals must be easily understood.

Example: Based on the need assessment identified above, the goals and objectives of the NWDC's Crèche can be deduced to be the following:

- early childhood is a crucial stage of life in terms of children's physical, intellectual, emotional and social development and their well being;
- growth is both rapid and differential;
- a significantly high proportion of learning takes place from birth to age six; and that these early years is a period when children particularly need high quality care and learning experiences.

The crèche is set up to achieve the following objectives:

1. To provide adequate care and supervision for children age 18 months-3 years while their parents are at work, and before they are eligible by age to move to the nursery school.
2. To learn the rudiments of numbers, letters, colours, shapes, forms, etc, through play.
3. To inculcate good habits, especially good health habits and personal hygiene.
4. To inculcate basic social norms (through play, songs, stories, pictures, etc).

5. To learn about the environment.
6. To support parents in providing appropriate care for their children.

The goals were an adaptation of the ECC/Pre-primary educational goals as stated in the National Policy on Education. This is in order because the national policy provides the framework. But you must try as much as possible to reflect your own values and convictions about your idea regarding children in the goals/objective you will formulate.

ACTIVITY II

What will be your goals to organize an educational environment for children age 18 months–3 years?

□ Component 5 – Assess progress and Outcome.

It is always a good idea to consider your expected outcome as you are treating the issues of your goals/objectives. This is because it will make your focus clearer; also because when you treat the two together, it will help you to be more thoughtful when you get to the next components of designing and implementing the activities.

What is needed here is for you to think of how your success will be judged. How will the three-year-old children from the crèche be seen? What will show that they have passed through your crèche? This is generally referred to as indicators for success of course in assessing the progress of the organization. All aspects would be taken into consideration, i.e. the physical environment ability/qualification etc; but here I want to judge the efficacy of the goals and objectives. The indicator for each goal/objective will help you to be more specific in selecting appropriate content and experiences. The chart below presents some examples of the goals with the corresponding success indicators.

Figure 2: Short planning Cycle-Goals and Indicators

S/N	Goals	Achievement Indicators
1.	To provide adequate care and supervision for children age 18 months-3 years.	<ul style="list-style-type: none"> ▪ All children in the crèche are 18 months-3 years. ▪ There are adequate numbers of caregivers and helpers to allow for staff-children ratio of 1 caregiver + 1 nanny to 20 children in compliance to the National Minimum Standard. ▪ Children are happy, healthy and enjoy being at the crèche. ▪ Parents are happy and pleased at the development of their children.
2.	To learn the rudiments of	<ul style="list-style-type: none"> ▪ Children can sing: number songs, letter songs,

	numbers, letters, colours, shapes, forms etc through play.	<p>colours, etc.</p> <ul style="list-style-type: none"> ▪ Children can recognise number up to 10, letters a,e,i,o,u,t,b,c, and the consonants making up their names. ▪ Children can recognise primary colours: - red, blue, yellow and the neutral white and black. ▪ Identify objects around them. ▪ Name familiar objects around.
3.	To inculcate good habits.	<ul style="list-style-type: none"> ▪ Children wash hands after using the toilet and before their meals. ▪ Listen when caregiver is talking with them. ▪ Children will help to tidy up after play or meals.
4.	Inculcate basic social norms (through play, song, etc.)	<ul style="list-style-type: none"> ▪ Children can sing and dance. ▪ Children can play happily with others in a group ▪ Children can exhibit politeness. ▪ Children can respond to greetings politely and able to initiate greeting towards those they recognise. ▪ Show love and accept same from caregivers and helpers.

ACTIVITY II

1. Following the same pattern in fig. 2. Complete the chart by writing out the indicators for 5 in the list of objectives.

COMPONENT 3 – DESIGN ACTIVITIES

Under this component all the aspects of the intended educational environment are prepared and critically reviewed. This review takes into consideration the goals/objectives already set. Other major aspects to be considered cover the full range of technical, economical, commercial, social and financial conditions necessary to achieve the set goals and objectives.

- **Technical** – this aspect in organizing a kindergarten looks into such issues as the location, the physical scale and layout, the building or adaptation plans, type of equipment and its relevance to the local condition and sources of procuring equipment. A preliminary consideration should also be given to the issue of finance at this stage i.e. cost estimates, provision of recurrent cost, procedure for obtaining technical services and procurement arrangements, among others.

- **Institutional** – this aspect is critical to the successful achievement of the goals/objectives of the educational environment. In addressing this aspect, it is important to examine the whole array of government, its policies and legal framework that condition the environment in which the kindergarten will operate. Guided by such review, you will be able to assess the quality, management which curriculum model will be used? Staffing and procedure you will adopt in the organization of your educational environment (i.e. kindergarten).

In this regard, the major issues you need to address include: The organizational setting (i.e. class/age grouping ratio of teacher:children); the adequacy of the local capabilities for the various tasks i.e. teachers/caregivers skills. Organizational structure of the kindergarten i.e. director/directress, supervisor, teacher, nanny, etc channel of communication within the organization; implementation scheduling i.e. Year plan, Term plan, Weekly plan and Daily routine plans. Of course, at the micro level, issues of planning for each experience that will lead children to the achievement of the objectives will also have to be undertaken. It will also be very advantageous if an administrative procedure is prepared at this time. This guide and harness your effort at the implementation stage.

- **Financial**- There is need to consider this aspect seriously in order to ensure enough funds to accomplish the designed plan of activities. This aspect is particularly relevant in the organization of early childhood education facilities, because there are more private individuals engaging in it as business enterprise. In that case, issues such as: Recovery of investment cost and recovery of operating cost will need to be taking into consideration in your decision.

However if the organization is a community-based, low-cost non-formal facility, financial issues could be considered from the following point of view:

- The beneficiaries' financial status aligned to the effect on improvement to the quality of their lives.
 - The potentialities of the learning environment to sustain its life-span (i.e. government grants, loans, subsidy, etc).
 - Possibility of attracting donations from NGOs and International Donor Agencies.
 - Procedures for accountability and transparency.
- **Economic** – This aspect is essential where the market view of Early Childhood Education is practiced. For example, in the United States of America and gradually here in Nigeria. In considering this aspect, you need to look at the net benefits of the project to the entire national development. Therefore, costing must be realistically assessed.
 - **Social** – This aspect considers the possible impact of the educational environment on the community and the target group. This aspect can usually be evaluated by the responses and reactions of the community or target group on the community or target group on issues affecting the school.

- **Visibility** – here you want to consider strategies that will make the project i.e. the kindergarten visible such as billboards, brochures, end of year funfair, toy party, etc.
- **Environmental** – Often, the effect of citing a school in a particular location is not considered in planning. Yet this aspect is very essential so that planning may include how to minimise or eliminate any negative impact. For example, citing a school in a particular locality may increase the volume of vehicular traffic plying the route. This may pose danger of road crossing to other children in that locality. You need to give a thought to such issues, so that the assistance of road traffic wardens may be organised.
- **Seeking Approval** – this aspect more or less brings your plans at the designing of activities stage to a conclusion. You need to be sure that statutory obligations are met. For example, you should comply with registration requirements of the various government authorities concerned with children i.e. ministries of education, social welfare, health, justice and some other agencies such as NERDC and Teachers’ Registration Council. If you are planning for a purpose-build facility, it is also at this point you conclude agreement with your identified personalities or organization that will lend or provide you with funds. Publishers and producers of educational materials who will help you with up-front supplies.
The extent to which this component is well planned result in the extent to which the organization will be successful.

ACTIVITY III

1. What are the other aspects to be considered, in addition to the goals and objectives, when planning the organization of an educational environment?
2. Write short notes on each.

COMPONENT 4- IMPLEMENT ACTIVITIES.

At every stage in the organization of the educational environment, the set goals and objectives must be in focus. The whole effort is geared towards achieving those set goals and objectives. This stage is where the plans come up into practicalities. The physical appearance and operation of every detailed plan. Theories are translated into practice and plans/ideas/dreams into realities.

There are many ways to organize the educational environment for children aged 0-5 years old, but in each case, the principles are the same.

- Children’s welfare and development are paramount;
- Children should be treated and respected as individuals whose needs (including special educational needs) should be catered for;
- Parents’ responsibility for their children are recognised and respected;
- The values deriving from different background i.e. language, religions, cultural – are recognised and respected;

- Parents are generally the first educators of their children, this should be reflected in the relationships with other caregivers and providers;
- Parents should have easy access to information about services in their area and be able to make more informed choices.

(London Borough of Newham 1996. Pg. 3)

There could be:

- a. A family based unit, located in a home, which may contain the caregiver or mother substitute and a few children. If the children are of varying ages then the number could be as many as five or six. If all the children are of the same age, perhaps only three or four. If there is an additional adult, even if it is only for part of the time, the number of children may be as many as eight or ten. It would vary with the circumstances, the space available, the equipment and several other things. There cannot be a fixed rule. But it should be possible to maintain a family atmosphere for each child to receive individual care and attention, and for a holistic programme to be carried out.
- b. An institutional centre (crèche, kindergarten, nursery school) in which several adults take care of a group of children. A small group of 20 children may have two or three adult in charge, and larger units at least one adult for every five to eight children. The number and ages of children will vary according to space, facilities and needs. But under no circumstance should the national minimum standard be under-rated. Practitioners in the setting must provide love, care and attention for each child. There are many ways to organize this. For example, each caregiver can create an informal 'family' of six or seven children who are her special responsibility, and should try to be with them constantly. The various methods of achieving maximum care and attention for each child, and getting the best performance from the staff, depend on the management and administrative style adopted.

Facilities and Space

A kindergarten or child-care centre should have sufficient space, indoors and outdoors, for all the needed activities. In warm countries, such as Nigeria, outdoor space should be shady, protected and clean. There is great value in the correct division of the kindergarten space. "A rational planning of the places for the different activities has a good influence upon the children's feeling and enables them to play and act in greater tranquility and with greater sense of security", (S.Tal. 1971).

The building is the most important factor in the educational environment of the kindergarten. The structure of the building must be one, which enables the organization in the right way for children's work and rest, their feeding and washing, their movement and participating. It should be large enough to allow the transfer from one activity to another, different forms of games activities for individual or in small groups' of the whole group of children. All arrangements in the building have to allow a maximum development of independence.

The kindergarten should be built in a quiet place, away from industrial enterprises, and away from heavy traffic. For example, the NWDC Kindergarten, cited at the beginning of this unit, is built in the quiet corner of the centre. Its location is quite a distance away from the shopping complex, the conference hall and other heavy used facilities at the centre.

The NWDC Kindergarten building contains two large rooms for the children who are about thirty in number at any particular time. It also contains a staff room where the teacher and caregivers can relax at teatime. There is also a kitchen for preparing or warming children's mid-day meals. The facility has an office for the administrator. There is a toilet, bathing facilities etc, which follow the practice and common pattern of Abuja living culture, so that the same habits can be followed up and practiced at home. The community culture is important in the provision of services to enhance the children's emotional stability.

Furniture and equipment should be designed to meet the needs of children. Door handles, wash-hand basins, pedestals are low enough for children to use comfortably. Tables and chairs are lightweight and suitable in size to the children's growth sizes. The shelves for toys and other lay materials are easy to reach. The utensils, furnishings and materials should also be culturally appropriate. Not only will the child be familiar with them, but so will the parents. The educational environment created will then harmonize with the home rather than providing things which individual homes way not be able to offer.

The yard/outdoor play area.

Children need space and freedom to carry out activities, especially the large motor movements. An enclosed courtyard, or a small garden or open space outside the centre is ideal for free play. The use of the yard in the kindergarten has many important aims. If the yard is not organized properly and well planned, you shall not be able to achieve the important aims which you have set for the children's outdoor activities.

Importance of the yard is based on the premise of the importance of play. Ukpong (1996) said play criteria, which include: reality (that is, fantasy), intrinsic motivation (That is, personal instigation), and internal locus of control (that is, individual determination of activity). These criteria, she said imply:

- Freedom from external constraints;
- Opportunity for exploration of one's environment without penalty;
- Allowance for expression of possibilities.

Play is the basic strategy for teaching children in kindergarten and pre-primary educational environment. Therefore it is very important that when organizing learning experiences through play for children, you should recognise that they (children) pass through different stages of play as they develop from infancy even to puberty. Hurlock(1981).

Therefore it is important that teachers/caregivers/parents understand the characteristics and needs of children in order to provide appropriate help for them.

Other aspects of the implementation stage in the organization of educational environment are more relevant when discussing management of ECCD. This will be treated in the next unit.

ACTIVITY IV

1. What are the basic principles to consider when implementing your plans to organise a kindergarten?
2. Which are the two common ways of organizing an educational environment for children age 0 – 5 years?

SUMMARY

In this unit you have learnt that:

- organizing an educational environment follow a short planning cycle;
- each component of the cycle, that is, needs assessment, establishing goals and objectives, assessing progress, should be critically considered and treated in order that the purpose for the organization may be realised;
- in all educational organization the learner should be the focus. In this context the guiding principles of child's right to – survival, protection, development; and participation are paramount; and
- that the provision of space and its proper organization fosters the children's holistic development.

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UNIT 4: EARLY CHILD STIMULATION, CREATIVE DEVELOPMENT AND THE IMPORTANCE OF PLAY

INTRODUCTION

In the last unit, under the implementation planning stage, we emphasise the importance of providing adequate space, resource materials, and organising them for children's satisfactory interactions, in order to effect growth and holistic development.

However, it is important for you to understand the concept of: (i) Stimulation, (ii) Creativity and how they can be developed in children within the educational environment. More importantly the value of play in the life of children cannot be over emphasised. Therefore, this unit will also consider play in a little bit more details. Bringing out the salient points of the enormous responsibilities of the significant adults in the children's lives.

OBJECTIVES

By the end of the unit you will be able to achieve the following objectives:

- i. Describe what is meant by (a) Child stimulation, (b) Creativity.
- ii. Identify the significance of child stimulation materials/services in children's creative development.
- iii. Explain the importance of play.
- iv. List the adults' responsibilities to ensure stimulating learning environment for children.

THE CONCEPT OF CHILD STIMULATION

Stimulation is the application of a variety of resources to effect a desired change in an organism. Sometimes stimulation can be viewed as an inducement or incentive to bring about a desired action in somebody. As a result when you are talking about child stimulation, you are considering:

- The provision and use of resources, (human, materials and services) which are available in a given environment, to promote the child's healthy well-being, of intellectual, social, emotional and spiritual development.
- The appropriateness and relevance of those resources (man, materials, services etc) to the age and stage of the child's development.
- Certain intangible and creative activities such as: singing, clapping, rocking, and backing; even facial expression that could motivate some reactions/responses.

You may even be thinking of reward and punishment, which are regarded as forms of stimulation.

Adequate stimulation provides for growth. Children who are played with and provided with toys will show the level of intellectual, physical, social and emotional development expected of their age. They will be happy and eager to learn in school. Because children are majorly stimulated through the sensory channels (i.e. eyes, nose, ears, tongue and the fingers (touch); it is possible to detect physical and mental defects through child stimulation exercises Parley (1992). A caregiver needs to be well skilled in various techniques of stimulating children to help them develop fully in all dimensions.

What is Creative Development?

Ukpong (1998), in her paper “the Play-way to Creative Development: A strategy for preparing young Nigerian children for the 21st century” proffered that “the first step towards helping man become fully human is the development of potentials that will help him master his environment”. Her belief was justified when she further advised that any training for the development of creativity in a child is an attempt to uncover his full potentials and thus become more useful to himself and the society as a whole. In a way she was asserting that it is possible to teach or stimulate children to develop creative ability. She based her assertion on the findings of Logo and Hershey (1974) that creativity is a basic characteristic of human nature, which is in a kindling stage, ready, if the right environment avails, to produce a new flow of ideas and activities.

While I was reviewing some literature on the topic “Creativity” and how it can be develop in children, I discovered that there is agreement on the following principles. That creative development occur in children when adult caregivers

- Provide them with the opportunity to demonstrate their capabilities;
- Allow children the freedom to explore their environment and reflect on it;
- Give children the opportunity to express themselves and use their imagination to create things from available materials;
- Make time to adequately and appropriately stimulate children’s interest.

Consequently, in a learning environment where children are not allowed to move freely or express themselves; or where children are not given the opportunity to play with their peers and interact with both adults and children, the vital link for the development of creativity will be stunted. Caregivers/teachers of children aged 0-5 years need to be able to cope with the children’s dynamic demands and energy.

ACTIVITY 1

1. What do we mean by the term ‘Child Stimulation’?
2. Explain the principles that could guide adult in helping children to develop creative ability.

SIGNIFICANCE OF CHILD STIMULATION IN CREATIVE DEVELOPMENT.

Stimulation can begin soon after birth. Breast-feeding, stroking, rocking, bouncing, backing, handling with love and care are ways of stimulating the emotional satisfaction of the body. Such stimulation also helps very young children to relax from stress and fear. When children are relaxed and comfortable, they become alert and can assimilate the sensory information around them Hurlock (1981). For the infant who is too young to do anything, visual stimulation with colourful dangling objects or mobiles are appropriate. Mothers or other significant adult should ensure eye-to-eye contact. This helps the young infant to develop visual acuity easily and quickly; a lot of stroking and talking with during breastfeeding or feeding sessions, re-assure children and help them to develop the feeling of self-worth. It also makes them to be able to respond to people around them with love and affection ECE Forum (1981).

One of the principles of developing creativity is that children should be given the opportunity to express themselves and to use their imagination to create things from materials that are available to them. The urban and rural environments are rich in materials for stimulation. They include toys, and play materials like sand, water, empty cans, strings, wooden block and shapes; rattles, beads, seeds, empty plastic containers and cartons of varying shapes and sizes. Depending on the age of the children, and the domain to be stimulated, the caregiver needs to be imaginative, resourceful and committed to ensure the provision of these materials and to arrange them creatively.

For example, various activity-corners can be created. You can organise these corners indoors or outdoors. For instance, messy and wet activity such as playing with clay and water can be organised outside the classroom on the corridor, or in a shady place in the yard/compound. Inside the classroom, you may have corners such as home corner; nature corner, etc. In these various corners, you arrange appropriate materials that will stimulate the imagination of the children into creative activities. Play corners with their equipment are enriched and can become a pivot for children's creative expressions and development of understanding.

ACTIVITY II

1. Review course ECE 104, Units 2, 3, and 4. How can you relate the various learning theories to the practicalities of child stimulation and creative development?

THE SIGNIFICANCE OF PLAY IN EARLY CHILDHOOD EDUCATION.

The significance of providing relevant and appropriate materials for child stimulation can be observed as you watch children engrossed in play, happily interacting with the materials and with the humans who are the source of the stimulation. Play is central to all young children's learning, from babies in the few months of life, through to children of statutory school age and even beyond. You can never be alone when you assert that young children learn best through play and talk. "Play is a powerful motivator, encouraging children to be creative and to develop their ideas, understanding and language." (The Rumbold Report, 1990).

At this early age, first hand experience for children can only be provided by loving, resourceful and understanding adults. Such adults will ensure that children are exposed to opportunities and materials that will provide them first hand experiences. Equipped with these experiences children are able to make sense of the world and to explore it through their play.

Under what the Early Childhood Education Forum (already cited) describes as ‘Children’s play and the foundation of learning’, the importance of play and its connection to the key ideas of early learning foundations was demonstrated as illustrated below in fig. 1. There are five elements involved in the Forum’s ideas of early learning foundations. These the Forum describes as:

- i. Belonging and connecting- i.e. forming mutually respectful relationships with familiar adults and children.
- ii. Being and becoming- i.e. being healthy, secure and safe. Gaining increasingly the ability to communicate.
- iii. Contributing and participating- i.e. participating in the life of the group and taking growing responsibility for themselves.
- iv. Being active and expressing- i.e. discovering and investigating themselves, and the world around them.
- v. Thinking, imagining and understanding- i.e. making sense of the world, testing out ideas, looking for explanation.

Fig. 1: Children’s Play and The Foundations for Early learning.

S/N	Foundation for Early Learning	Importance of Play to Development
1.	Belonging and connecting	In their play, children are learning about each other, and about how people live, work and play together, in their families and communities. They are exploring cultural differences. They are learning about different kinds of relationships, which they repeat, renew and recreate in their imaginative play.
2.	Being and Becoming	In their play, children are learning about themselves, about whom they are and what they might become. They experiment with what they can do, without fear of failure. They develop confidence, a sense of self-worth and identity. They make and break their own rules. They try out different roles, and explore and challenge stereotypes. They learn to communicate with increasing skill and confidence.
3.	Contributing and participating	In their play, children are learning to take the risk and be responsible for their actions. In cooperative play,

		they begin to accept responsibility for others. They learn to persevere, and gain satisfaction from joining with others.
4.	Being active and expressing	In their play, children explore and transform their worlds. They talk about their discoveries, sharing them with children and adults. They are learning to act like scientists, artists and musicians, curiously trying out new possibilities, finding new ways of expressing their ideas and their interests, their identities and their membership of diverse family and cultural groups.
5.	Thinking, imagining and understanding	In their play, children use their imagination to explore ideas and feelings. They are learning to make sense of their own experiences, and to learn from the experiences of others. In their play, children puzzle and dream, create stories and imaginary worlds. They have space and time to wonder at the world about them, and to struggle with and reflect on deep feelings and challenging ideas. They develop a sense of fairness and justice.

Considering fig.1, and reflecting on the ideas of the foundation for early learning you are able to see the tremendous responsibilities placed on adults who work and care for children. These responsibilities can be listed as follows:

- i. Seek and obtain knowledge about children, their learning, their play and development continually.
- ii. Be consistent in showing love, understanding and sympathy towards children's needs.
- iii. Constantly provide children with adequate and appropriate opportunities for children to be themselves without inhibition.
- iv. Observe children at play to understand them better and be willing to adjust your practice for the benefit of their well being and healthy development.
- v. Be willing and committed to work in partnership with parents and the community, exhibiting mutual respect for culture and traditional child rearing practices.
- vi. Extend your knowledge on basic technical and scientific principles so that you can answer the many questions of children on: how does this work? What is this made of? Why should this be? Etc.

ASSIGNMENT

Visit at least 3 kindergarten schools in your local area. Observe different aged children at play. Reflecting on the foundation for early learning, for example ‘Contributing and Participating’ describe the child/children play following the under listed criteria:

- a. What are the ages of the children you are observing?
- b. What is the nature of the play? Is the play initiated by the children or has it been specifically arranged by the caregiver/teacher?
- c. What materials/toys are involved in the play?
- d. How is the play being carried out by the children?
- e. From your observation what are the children learning or experiencing from the play?
- f. Justify your observation.
- g. Discuss your observations in a group/seminar to illustrate children’s learning capabilities; refer to the foundation for early learning, and show you could or have contributed to enrich the play for maximum learning opportunity.

SUMMARY

- This unit has considered the concept of child stimulation, creativity and the significance of play in child’s development and learning. You are able to understand that the adults caring for the children have enormous responsibilities to ensure the provision of a stimulating and effective learning environment for them. In the next unit we will discuss management of the educational environment.

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UNIT 5: MANAGEMENT, PARTNERSHIP AND STAKEHOLDERS

INTRODUCTION

You have seen in the previous units that an organization consists of people; ‘resources’, and ‘funds! These three elements work together to achieve the set goals.

However, no matter how well an organization is staffed, equipped, or funded, if the management is weak and uncoordinated, it cannot achieve its goals. Considering that early childhood education touches on the family, young children and the future of the nation’s developments, partnership with all stakeholders becomes critical”. Thus in this unit, we will discuss the concept of management as it relates to ECED/Pre-primary facilities. We will discuss some ways to build strong partnership with parents and other stakeholders.

OBJECTIVES

At the end of this unit you will be able to:

- i. define the concept of management in relation to early childhood education;
- ii. identify and discuss responsibilities of the early childhood education manager;
- iii. list and discuss some ways to build strong partnership with parents and other stakeholders.

WHAT IS MANAGEMENT?

Management according to Reese (1973) is “the utilization of physical and human resources through co-operative efforts, and it is accomplished by performing the functions of planning, organizing, staffing, directing and controlling”. Although Reese was describing general and industrial management, his definition equally fits into educational management. I need to stress here that no organization can succeed without an efficient and effective management.

As a result, right from the conception of the idea to set up an organization, the thought and plans for its management must also be considered. The more complex an organization, the more crucial it becomes for an efficient and effective management structure to be put in place. Akinyele and Oshionebo (2002), in trying to simplify the concept of management in an organisation state that “management is the total utilization of scarce resources in order to achieve pre-determined organizational objectives”. Thus management, both at the top and middle levels, is the authoritative art of getting things done.

Recent, Developments Affecting ECC Manager

There is presently a strong advocacy for early childhood education to ‘start right from start’. What is being advocated is that the totality of early childhood care and development issues should now be incorporated into school readiness focus that is prevalent in early childhood provision. This is moving towards the professionalization of early childhood service

provision in Nigeria. As such, it is possible to begin to talk of the ECE manager or administrator.

Hitherto, according to the Education Sector Analysis (ESA) findings (2004), the formal day care model is the most favored. Majority of these are pre-school facilities and are located within primary school premises. Other models are the home (domestic) day care situated in private residential; some are located in churches, mosques and a few in open spaces including nomadic model. The picture at the moment is an un-coordinated early childhood education sub-system.

However, recent show of commitment by the Federal Government of Nigeria has been translated into a number of actions. For examples:

- i. the adoption of the multi-sectoral approach to ECC issues. This borders on the convergence of interventions in health, nutrition, care, stimulation, protection and participation of the child.
- ii. The development and production of the National Minimum Standards for Early Childhood Care Centres in Nigeria by the Nigeria Educational Research and Development Council (NERDC). This is aimed at making both the practice and the operation of ECC and pre-primary education to become standardized across Nigeria. (NERDC 2004).

The implication of this in management and administration is that the leader in ECC/pre-primary facilities will now have to be concerned with multi-disciplinary and cross-sectoral interventions to promote the best outcome in early childhood. Of course, this will include the usual support to early learning and school readiness development. The ECC manager/head-teacher/director now become or assumes the role of mother, nurse, teacher and friend. These roles need to be blended with the general manager's roles.

ACTIVITY I

1. What is management?
2. What are the recent developments in ECC that is influencing the expansion of the role of the manager in ECC/Pre-school facility?

The Responsibilities of ECC/Pre-primary Manager

The guidelines on the establishment of ECC facilities recommend that the management shall be the collective responsibility of the group of persons, community, local government authority or NGO that established the facility.

However, in formal settings of early childhood education, the head-teacher is responsible for management and administration of the facility. In non-formal settings, the head caregiver sees to the efficient running of the facility. All early child practitioners, whether in formal or non-formal settings take on the following responsibilities:

1. Plan for children's learning
2. Resource and organize opportunities for the children's learning.
3. Support and extend that learning by every means
4. Understand what is happening as children learn
5. Keep appropriate records
6. Evaluate and adapt, writing necessary reports
7. Work in partnership with parents and other stakeholders
8. See to the general welfare of both children and staff
9. See to the maintenance of the physical structure of the educational environment
10. Observe children's learning and provide opportunities for children to observe.

The main purpose of undertaking these responsibilities is to ensure that the children's diverse needs are met. One of the basic needs of young children is security. Without security, young children will not find the enthusiasm to inquire and try to express themselves or make contact with people. For a feeling of security, children need:

- (a) a daily routine (meals, rest, activities etc)
- (b) consistent behaviour from the adults who are with them
- (c) constant love from their parents especially mothers, and teachers
- (d) firm and loving discipline from adults who can help them master their feelings without getting hurt or hurting others.

The Daily Routine in the Kindergarten

A fixed daily routine is necessary in order to protect children's health and the development of his physical and mental powers. Without regular daily routine, children cannot overcome their tendency of non-stop movement. Children need intervals between gross motor activities in order to be able to gather strength and be refreshed. Therefore, there is need for a guided programme in the kindergarten, as well as at home. This should keep a certain rhythm and a balance between children's many different activities.

In planning the daily routine, you should consider:

- i. the age range of the children; e.g.
 - * the 0 – 1 year old can concentrate only for about 3 minutes
 - * 2 – 3 years for about 5 – 7 minutes
 - * 3 – 4 years for about 10 – 12 minutes
 - * 4 – 5 years for about 15 – 20 minutes
 - * 5 – 6 years for about 20 – 30 minutes
- ii. Activities should be planned appropriately.

- iii. The nature of the children. As a result, you should be flexible allowing for individual differences.
- iv. The planning should be based on the educational objectives and purpose of the kindergarten.

Your aim is to achieve the purpose of the organization.

Below is an example of a daily routine plan for children aged 3 – 4 years.

Example of Daily Routine Time Table for (3 – 4 year old children)

7.45	-	8.20 am	receiving children
8.20	-	8.45 am	physical development
8.45	-	10.00 am	Creative activity and free play in different corners.
10.00	-	10.10 am	Putting away the toys and play materials (tidying the room)
10.10	-	10.40 am	Discussion, story, pictures, etc
10.40	-	10.50 am	Toilets, washing hands
10.50	-	11.10 am	Meals/Snacks.
11.10	-	12.00 am	Outdoor free activities in the yard/compound
12.00	-	12.10noon	Tidying the yard (putting away outdoor equipment)
12.10	-	12.40 pm	Educational games
12.40	-	12.50 pm	Tidying educational games
12.50	-	1.00 pm	Farewell (sending children home)

How does this translate into Practicalities?

Merely scheduling time for activities is not enough to ensure efficient running of the kindergarten. Teachers, caregivers and nannies/helpers must understand what the time frame stands for. They must know what they have to do. The following explanation was provided by the proprietor of a Nursery Primary School:.

Receiving the Children:- The teacher greets each child with “good morning”. At this time it is advisable to have a short individual conversation with the child (welcome back a child returning after sickness, ask questions about the child’s home, etc.) Through these short conversations, the teacher has an opportunity to have intimate and personal contact with the child. This is also an opportunity to see if the children feel well and healthy.

The children can be occupied with watering the plants, dusting, taking care of the nature corner, helping prepare the paints and other materials.

Physical Culture: - The aim of physical culture is physical development, development of muscles, good posture, balance and coordination between the different muscles.

The teacher tries to activate as many muscles as possible, without overworking any one particular muscle. In order to stimulate the different muscles, the teacher can use different apparatus, such as: ropes, hoops, balls, beanbags, blocks, sticks, etc.

Discussion:- Discussion in small groups, or in a large group, is a very valuable part of the daily programme in kindergarten. If the short discussion is intimate, and is concentrated around the child and his/her world, it will be used by the children as a very important experiment. Our aim in discussion is to bring children to think and find solutions by themselves to their own problems which occur in kindergarten and that they, by themselves, will draw the conclusions. The teacher, in her discussion with the children, encourages and arouses in them their active curiosity. At the end of the discussion, the teacher sums up and clarifies the conclusions which the children have reached through discussion.

Words may be empty and not understood by the child if they are not based on his/her concrete experience. Only through their own experiences can words have a meaning and content for the young children.

The 2 year-olds:- Like to sit around the teacher while she shows them pictures which they are able to recognize easily. They will discuss the picture and sum it up with one word (“dog”, “cat”, etc.).

The 3 year-olds – They can already see the connection between the story and the picture. At this age they enjoy taking care of real objects and discussing them.

The 4 year – olds –Enjoy stories, songs and pictures, also real objects. They will enjoy taking care of objects and animals, and will accompany the activity with words and short sentences.

The discussion need not always deal with stories, pictures or objects. One can encourage a discussion by presenting simple activities (e.g taking the water out of an aquarium).

The 5 year-olds:- Will be interested in discussing the planning of different activities and programmes concerning their life in kindergarten. At such a discussion, we can bring up matters concerning orientation such as. “What day is it today?” and all activities concerning that day. The discussion may include the use of the different materials for creativity and play.

The discussion gives the children a good opportunity for language enrichment, practice in verbal expression, and description of everyday things – in a spontaneous way.

The meal:- It is desirable to prepare the meal in the kindergarten with the “help” of the children. If preparation in the kindergarten is not possible, the parents are advised of a uniform menu.

The tables should be covered with clean oilcloth. The dishes should be properly washed. In the centre of the table there should be an empty container for peels, etc. More food should be put in the centre of the table for children who want second helpings.

Children should be sent to wash their hands in small groups. This can be done in the form of play. When they have finished their meals, each child will wash his/her hands and face and go outdoors.

Outdoor free activity – The yard gives the children the opportunity for a variety of different activities, which help to train and develop their muscles and also to work off some of their enormous energy.

The yard should be well organized. The large and fixed apparatus should be spread out, and there should be enough space in-between for the movable apparatus and toys. The space where “vehicles” move should be free from other objects in order to avoid any “traffic problems”.

Educational games:- Playing with toys that are specifically designed to develop concepts from the curriculum is encouraged.

Farewell:- The children will gather for a short discussion about the events of the day and tomorrow’s programme, or maybe for a short game.

The children should be sent home in small groups. Here, too, it may be done in the form of a game. The child should be calm when he leaves the kindergarten. (**Unique Nursery/Primary School**)

ACTIVITY II

1. What should you consider when planning the daily routine time-table in a kindergarten? Discuss five of the items on the suggested time – table.

PLANNING THE CONTENT (WHAT CHILDREN LEARN)

There is a national curriculum for ECE. You should consult the document and blend it with your own philosophy, principles, and focus. Children must enjoy a holistic development without jeopardizing their intellectual progress. Therefore, your curriculum should underpin all future learning by supporting, fostering and developing children’s:

- ◆ **Personal, social and emotional wellbeing** by providing opportunity for each child to become a valued member of the group and community through play;
- ◆ **Positive attitudes to their learning** by recognizing individual differences and planning in accordance to age and stage of the children’s development. Allow children to learn at their pace.
- ◆ **Attention skills and persistence:** by encouraging concentration on their self-initiated play or on group tasks.
- ◆ **Language and communication:** by providing opportunity for all children to talk and communicate in a wide range of situations, to respond to adults and to each other, to practice and extend the range of vocabulary they use and to be able to listen carefully;

- ◆ **Reading and writing skills:-** with opportunities for all children to explore, enjoy and learn in a broad range of contexts and experience, a rich variety of books;
- ◆ **Mathematical skills:** by providing opportunities for the children to develop their understanding of numbers, measurement, patterns, shapes and space through exploration, play and practice;
- ◆ **Scientific skills:** through observation, problem solving, decision-making, predicting; children should also be given the opportunity to explore their environment, people and places that has significance in their lives;
- ◆ Physical development with opportunity to develop fine and gross motor skills, increase their understanding of how the body works and what they need to be healthy and safe;
- ◆ Creative development by providing for all children, the opportunities to explore and share their thoughts, feelings, and ideas, through art, music, movement and dance, and various imaginative and role play activities.

Teachers and caregivers may not know how to develop all these curriculum items step by step in sequence. As the leader/manager, you need to prepare the year plans, broken down into the termly plans and weekly plans. These are collectively referred to as the syllabus. From this syllabus, the teaching staff can select the content they will develop for their daily learning activities for the children.

For example, in creative development, a term's sequence may look something like the following:

Creating shapes for children aged 4 – 5 years

Unit 1: Recognizing shapes

Step I: Irregular e.g. trees, houses, ant-hills, spiral shape, cars

Step II: Regular e.g. squares, circles, triangles, rectangle, oval, oblong.

Unit 2: Feeling shapes:

Step I: All of the above (teaching them)

Step II: As above (teaching them)

Unit 3: Naming shapes

Step I: Associating names with the various shapes as mentioned above.

Unit 4: Molding shapes

Step I: using available moulds to create shapes e.g empty cans, structured planks, bricklaying equipments, match-box, hollowed toys etc.

Unit 5: Modeling shapes

Step I: Using clay, plasticine, paper Mache etc

- Step II: Using sand to create shapes
- Step III: Using odds and ends to create shapes
- Unit 6:** Appreciating shapes
- Step I: Comparing and contrasting shape
- Step II: Being able to identify shapes in other objects such as houses, cars, cluster of shapes.
- Step III: Being able to create shapes using other shapes.

ACTIVITY III

1. Mention and discuss at least 5 curriculum areas that can help to promote children's intellectual and affective development.

PARTNERSHIP AND STAKEHOLDERS:

The concept of partnership is a rather complex one. A more in depth study of it is beyond this course. However, suffice it to say that partnership can and should take different forms, but essentially it is about two equal, though often different parties coming together with a shared sense of purpose, mutual respect and willingness to work together.

Stakeholders on the other hand, constitute a more formal and authoritative partnerships who have collective concern for the welfare, efficiency and legality of organization to promote and protect the interest of all who are involved.

Working in harmony with partners and stakeholders is essential to your success as the manager in the ECC/Pre-primary facility. Refer to Unit 2 of this module component 4, under the section key issues in Early Childhood Education. The component provide a good background to the suggestions that will be proffered here as good management strategies. You will observe that, in order to harness the strengths of all stakeholders, for maximum benefit, you need to adopt a more participatory approach when taking decisions.

For example: If parents lack knowledge of some aspects of child development, you as the head can help to increase their knowledge and awareness, guiding them in the right direction before making a change. At the same time, you can learn more about traditional ways of rearing children and adapt them as far as possible to your activities.

Stakeholders, such as the community can also help in several ways. Here are some things the community can do:

- collect, make and maintain play equipment;
- provide locally available foodstuffs and fruits for daily use;
- provide help and support on outings/excursions and special occasions;
- spare time for regular activities with children and assist the caregivers.

For example: - You can solicit for help to collect useful materials to make toys. This you can do during parents’ teachers’ meetings.

The National Policy on Education stipulated that “school systems and consequently their management and day to day administration shall grow out of the life and social ethos of the community which they serve.

Therefore, the administrative machinery for the national education system shall be based, among others, on the principles that:

- (a) The funding and management of primary education (by extension ECC/Pre-primary) shall be a shared responsibility among the three tiers of government;
- (b) there should be close participation and involvement of communities at the local levels, in the administration and management of schools
- (c) effective line of communication between local community and the state on the one hand, and the national machinery for policy formulation on the other shall be established (2004).

Thus emphasizing the importance of collaboration by all stakeholders, including parents/families. The chart below shows some of the organizational functions necessary in ECC/Pre-school system, the identified stakeholders, and the actions that have been carried out.

The Stakeholders Role:

Functions	Stakeholders	Some Evidence of actions taken
1. Policy formulation	Federal Ministry of Education/NERDC, FMH, FMWAYD, NPC, UBEC.	<ul style="list-style-type: none"> • Revised Policy on Education 2004 • National minimum Standards. 2004 • Child Right Act 2003 • UBEC Bill 2003 • National Immunization
2. Supervision, Research, Monitoring and Evaluation.	FME/NERDC,FMH,FMWA/D, SOME, SAME, FMWR FME/Inspectorate, NCCE, FME/ESA.	
3. Advocacy sensitization social mobilization	UBEC, Dev. Partners, NGOs, SOME, NERDC, SMWA, WATSAN, SAME, SPEB, Parents.	<ul style="list-style-type: none"> • Early childhood forum 2002. • FGN/UNICEF Plan of Action 2001 – 2007 • FGN/EFA Decade goals
4. Setting Standards	NERDC, Dev Partners, NGOs, NCCE, Parents.	<ul style="list-style-type: none"> • Production of Minimum standards booklets • State government Inspection

		Task force
5. Capacity Building	NCCE, NTI, COES, Dev. Partners, SAME, SMOH, SOME, WATSAN, NOUN	<ul style="list-style-type: none"> • NTI Dip. Ed. (ECE) • Initial Training • In-service training • Train the trainers workshops • Training manuals.
6. Supplies	UBEC, SOME, SMOH, SPEB, LGA, Parents, SMWA, SAME	<ul style="list-style-type: none"> • Instructional material • Furniture to schools.
7. Personnel/Staff	LGAS, SPEB, State Community Development Unit, NGOs.	<ul style="list-style-type: none"> • Linkage Schools
8. Establishment of Centres	LGAS, SPEB, UBEC, SMWA.	<ul style="list-style-type: none"> • Community based centres • LEA – Linkage ECCE.
9. Development of training manual	NERDC, NCCE, NTI, NIEPE.	

As the leader of the ECCE facility, you need to familiarise yourself with those stakeholders and their various responsibilities. This will help you to explore how best you can exploit their partnership for the realization of your organization’s objectives.

ACTIVITY IV

Discuss the importance of partnership with stakeholders in the organization and management of ECE.

SUMMARY

- In this unit, you have been able to define the concept of management as it affects early childhood care and education facility. Some examples illustrating the responsibilities of the ECCE manager were given for clarity. The important role of the stakeholders were identified and mentioned.

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UNIT 6: EVALUATION AND IMPROVEMENT

INTRODUCTION

Evaluation is an integral part of an organization's plans. The aim of evaluation is to assess the extent to which the organization has been successful in achieving its objectives. Often, in the formal school system, the process is short circuited by assessing only the outcome (i.e. children by tests and examinations). While it is good to know how well children have learnt from your teaching, it is also very critical to find out if the input is faulty in anyway. Therefore, evaluation is a process of working, learning and developing.

OBJECTIVES

In this unit, you will be able to:

- i) describe the two main types of evaluation;
- ii) use a format to record observation;
- iii) initiate discussion using the record of observation;
- iv) prescribe appropriate corrective/improvement action to be taken.

DESCRIPTION OF EVALUATION

Evaluation is the systematic and objective examination of an on-going activity or completed project. There are two main types of evaluation: formative and summative.

- **Formative evaluation** is a process whereby a continuous assessment of an activity is carried out at predetermined critical points during the planning and execution of the activity. Its aim is to bring about on-the-spot or immediate correction or improvement to an on-going activity. E.g. continuous assessment of children's progress.
- **Summative evaluation**, on the other hand comes at the end of an activity or project. Its aim is to obtain a general assessment of all the activities undertaken within the school system. It comes in the form of end of session examination, and the various organizations' annual reports are examples of summative evaluation.

A manager has to evaluate the progress of the organization. This is usually in form of critical and objective judgment and appraisal of all that is under his/her control. The main focus is to find out if the objectives have been achieved. If not, why have they not been achieved. If they have been achieved? What may be done to extend, promote further and improve the existing situation? The manager needs to critically assess the staff. Are they satisfactorily carrying out their duties? Do they need further training? In what areas are they falling short of expectation?

The process of evaluation consists of questioning and finding answers to the questions in order to make a change or to increase effort. In a kindergarten setting, this process is invaluable because:

- i. the organization is dealing with young children who has fundamental right that must be protected and actualized in the lives of the children;
- ii. those young children are the evidence and the sustainer of the future of the society in which they belong;
- iii. appropriate intervention in the lives of the children and by implication the family will arrest the spiral of poverty, social maladjustment and remove societal stress;
- iv. it lays the foundation for life-long learning in the children.

For these and many more reasons, it is essential that you examine how well you are fairing in fulfilling your vision, mission and goals.

The Importance of Observation

In the kindergarten setting, observation is the starting point in evaluation. A general assessment of the group and activities is good and should be undertaken, but observation of the children individually and in particular area of service is much more beneficial. This is because it is only by observing children as they work and play, live and learn, that we can be sure of having good enough information on which to act as we meet our responsibilities. By critically and objectively observing we are:

- equipped with first hand experiences;
- becoming sensitive to the needs of children as they learn and play;
- sharpening our understanding of the characteristics of children and how we should respond to them;
- able to see the gap in our own effectiveness and analyze our needs;
- able to assess the adequacy and appropriateness of our resources for future planning.

In fact you cannot evaluate your effectiveness without you observing inviting others to observe the impact on learning of your organization, provision and interactions.

Observation Technique

This approach need not be labour intensive or financially expensive. You, as the leader should initiate a system whereby all staff appreciate and accept the value of observation. Having carried all staff along with you, together you can design a format for recording your observations so that it is meaningful and usable.

For instance, brief observation by caregivers/teachers in their daily activities or routine can be extremely revealing. Parents' remarks and comments should not be dismissed by a ~wave of the hand'. It is important to devise a method of capturing the observations in order to be able to utilize them to effect improvement and change.

We shall use the following example culled from `Quality in Diversity in early learning to illustrate how you can use observation to evaluate and adapt to prevailing situation to the

benefit of the children and your own peace and confidence in your kindergarten establishment.

Example on observation, recording and adapting

Context:

The example came from a facility of children aged 4 – 5 years old. The morning session started with a range of activities set out indoors which the children could choose from. At 10 O'clock, the children came together to wash hands and have snacks while the teachers organise and set up the play equipment outdoors. At 10 30, the children went outside.

Observation

The manager began to notice that many children, especially the boys, did not settle well to any one activity or even their snack, but rather hung around, often asking if it is time to go outside. As soon as the doors opened, the children rushed out, overwhelming the provision, which consists of balls, a basket of small equipment, hoops, beanbags, skipping ropes, two small crates of construction materials and three tricycles – apparently the focus of children's attention.

Competition for the tricycle

This was intense; there were frequent fights, upsets, tears, and resentments. Parents mentioned to the caregivers that their children had reported that they never got a turn on the tricycle. The manager decided to investigate further.

She and the rest of the group's teachers and caregivers took turns to observe the children at different times during out door play times and then arrange to meet for a discussion on what they have seen/observed.

Analysing the Problem

At the meeting, the first thought on how to resolve the 'tricycle problem' was to provide enough tricycles for every child. Then they realised that – apart from an acute problem of space in which to ride the tricycles – this would create yet more problems and would do nothing for children's learning to contribute and participate in the environment they find themselves.

ACTIVITY I

1. What will be your own solution to such problem?

The manager and the caregivers decided to think again. They made further observation and discussed them. The break through came when one of them visited another facility and talked about the problem of the tricycle to the caregivers there. The caregivers in this facility share

how they have structured their outdoor environment to support collaborative play. This opened the mind of the visiting caregiver to focus on their goals:

- (a) to encourage learners to participate in the life cycle of the group – in play, in friendship, in negotiating and resolving conflict, in celebrating and in grieving;
- (b) to encourage learners to understand and reflect on impact of their choices and decisions of others,
- (c) to encourage learners to understand and contribute to shared rules and routine

ACTIVITY II

1. What do you think the responsibilities of the caregivers should be in this circumstance-taking cognizance of the above social goals?

ADAPTING

The caregivers realised that it is their responsibilities and the children's entitlements:

- to become gradually more aware of what is involved in being a member of a group
- to be supported by practitioners (i.e. teachers, caregivers) who welcome their contribution to shared endeavors.

Based on this realization, the Manager, and her staff decided to make a change in their outdoor provision. They were able to see that the problem was not the issue of too few tricycles but, not enough opportunity to learn an important social skill.

They worked with the parents who had alerted them to the problem in the first place. They made a roster, ensuring that adults and equipment were available during outdoor play sessions. The children themselves were involved in setting up and clearing away equipment. In the process, the children make innovative alterations and suggestions. The adults looked back at their observations to see which equipment had been well used in the facility that was visited; the new equipment they decided on was chosen with an emphasis on activity that could be shared by small groups and pairs of children.

Another important development was that, in the process of evaluating and adapting, the staff themselves had been learning to participate and contribute. Everyone participated in the observation and analysis of the problem. Everyone contributed to the course of action they decided on.

Creating a Format

The process of using observation as a tool in evaluation is only worthwhile if there is a focus. Your focus should be based on the goals you have set for the kindergarten setting. The need for observation is not limited to a collective incidence as in the example above. The caregiver on an individual basis can observe children assigned to her/him to assess the improvement or

otherwise of individual child in her care. The following suggested formats would help you to be able to create one for yourself :

Fig 1: Possible format for recording observations

Date _____ Time _____ Place _____

No of children: _____

Observer _____

Average

Age of children: _____

Overall question: (*Foundations? Goals? Entitlements?*)

Focusing questions: (*about a particular child, a time of day, an activity, a group of children, an area of the room...*)

Names, ages etc. of children observed

DESCRIPTIVE OBSERVATION NOTES

What did the children actually do?

What did the practitioner actually do?

IMPLICATIONS OF THIS OBSERVATION FOR PRACTITIONERS

What questions arise as a result of this observation?

What might be done to answer them?

What was memorable about this observation?

Source: Early Childhood Education Forum (1998)

Fig 2: Possible format for recording observations

<u>Selected focus</u> (For example)	<u>Descriptive observation notes</u>	
	<u>Date</u>	<u>Time</u>
<p>Contributing and participating</p> <ul style="list-style-type: none"> • participating in the life of the groups in which they live and learn-in play, in friendship, in negotiating and resolving conflict, in celebration and in sorrow. • collaborating in shared activities, with familiar adults and with children. • contributing their unique and individual thoughts, feelings, ideas, and activities. • learning to take their part in caring for familiar others (adults and children). • learning to understand and reflect on the impact of their choices and decisions on others (adults and children). • learning to understand and contribute to the shared customs and traditions that are accepted and valued in their homes and early childhood settings. • taking growing responsibility for themselves in the groups to which they belong, as they come to understand what it is to be a member of groups. 	<p>Place</p> <p>Children observed:</p>	<p>Observer</p>
Review of evidence		
Issues for discussion		

Source: Early Childhood Education Forum (1998)

ASSIGNMENT

Visit a nursery/kindergarten establishment. Using one the formats as an example, select a focus. Based on your selected focus, make an observation or series of observations. Record your observations.

Discuss your observations with your colleagues and answer the questions under Fig 1.

SUMMARY

- In this unit, a general overview of evaluation was given. You are able to identify two types of evaluation namely formative and `summative` evaluation. Particular emphasis is given to observation as an important tool for evaluation in kindergartens. Using an example and suggested format for recording observation you have been inspired to undertake an observation exercise in order to practice this valuable teacher's skill effectively.

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APPENDICES I&II

EARLY CHILDHOOD CARE DEVELOPMENT AND EDUCATION

1. EXISTING POLICY ON ECCDE

ECCDE/Pre-primary education is the education given in an educational institution to children aged 3-5+ prior to their entering the primary school.

The responsibilities of government for ECCDE/pre-primary education shall be to

- ❖ Promote training of qualified pre-primary school teachers in adequate number.
- ❖ Contribute to the development of suitable curriculum.
- ❖ Supervise and control the quality of such institutions.

2. National Policy on Education (NPE, 1998) Objectives for ECCDE/Pre-Primary Education are:

- (a) Effect a smooth transition from the home to the school.
- (b) Prepare the child for the primary level of education.
- (c) Provide adequate care and supervision for the children while their parents are at work (on the farms, in the markets, office etc.)
- (d) Inculcate social norms
- (e) Inculcate in the child the spirit of enquiry and creativity through the exploration of nature, the environment, art, music and playing with toys etc.
- (f) Develop a sense of cooperation and team spirit
- (g) Learning good habits especially good health habits; and
- (h) Teach the rudiments of numbers, letters, colors, shapes, forms etc through play

Government shall:

- Encourage private efforts in the provision of pre-primary education.
- Make provision in teacher education programmes for specialization in early childhood education.
- Ensure that the medium of instruction is principally the mother tongue or the language of the immediate community; and to this end will Develop the orthography of many more Nigerian languages and
- Produce textbooks in Nigeria languages.
- Ensure that the main method of teaching at this level shall be through play and that the curriculum of teacher education is oriented to achieve this and
- Regulate and control the operation of pre-primary education.

Presently the NPE is being reviewed in view of current trends and issues.

Six Goals were articulated in Dakar for EFA. Two of these goals are relevant to ECCDE. These are:

- Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.
- Ensuring that by the year 2015, all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality.

In view of the above there is need for a review of policy for the future.

VISION

That every child in Nigeria irrespective of ethnic origin, state, religion etc will have guaranteed access to formal Early Childhood Care Education in preparation for a smooth transition to primary school education.

MISSION

At the end of ECCD the child would have been equipped physically, cognitively, psychologically, emotionally and spiritually to make for a smooth transition into primary school, thereby increasing enrolment into UBE Programme.

OBJECTIVES

1. To provide in both formal and non-formal settings, organizing childcare and education in a child friendly environment.
2. To provide learning opportunities aimed at stimulating and developing sense of hearing, seeing, touching and smelling.
3. To lead the child to acquire rudiments of numbers, colour, shapes, sounds, words, rhymes and forms in preparation for primary education.
4. To help the child to acquire appropriate social norms, good health habits, elf confidence, cooperation, team spirit, through play in a conducive and gender sensitive environment.
5. To increase their proficiency in communication and foster their spirit of curiosity, inquiry and creativity.

3. ACTIVITIES THAT WILL LEAD TO THE ACHIEVMENT OF ECCD OBJECTIVES WITHIN THE UBE PROGRAMME

The activities are:

1. Establishment and maintenance of baseline data of ECCD.
2. Creation of child friendly and gender sensitive environment.
3. Undertake advocacy, sensitization and mobilization of parents. Communities and organization etc. to further enhance ECCD evaluation.

4. Development of appropriate curriculum.
5. Undertake quality control through monitoring and evaluation.
6. Institute a system for the adequate financing of the programme.
7. Conduct/produce action research and promote development.
8. Establish effective management framework for ECCD programme.
9. Provision of educational materials, equipment and facilities.
10. Undertake constant personal capacity building.
11. Encourage the promotion of community ownership of ECCD centers.

Challenges of the Current System

1. Recruitment and training of adequately qualified staff for ECCD.
2. Obtaining sufficient fund for running ECCD Programme.
3. Government should specify its own level and area of commitment to ECCD programme.
4. Development of an effective management structure for ECCD.
5. Monitoring the community to establish and run ECCD programme.

4. THE NATURE, CONTENT, OBJECTIVES AND STRATEGIES FOR IMPLEMENTING ECCD PROGRAMME

a. Nature and Content:

The nature and content of ECCD programme can be found in the prescribed curriculum.

b. Objectives and Activities:

The objectives and activities are as enumerated above.

c. Strategies for Achievement:

In implementing the activities listed above, the UBE Programme should:

- i. Obtain baseline data through registration of birth and death of children age 0-5;
- ii. Collate ECCD school statistics;
- iii. Ensure the construction of classrooms and provision of appropriate furniture;
- iv. Insist on the recruitment of sufficient number of qualified teacher and care givers;
- v. Monitor the availability of instructional materials and learning aids;

- vi. Ensure provision of steady supply of portable water, mid-day meals, toilet facilities, immunization and hygienic environment in every ECCD centre;
- vii. Ensure the provision of safe playground with sporting materials in each centers;
- viii. Insist on the availability and utilization of prescribed and approved curriculum guide for ECCD centres;
- ix. Undertake adequate monitoring of ECCD centers;
- x. Establish one model ECCD centre per local government;
- xi. Institute on periodic measurement of learning achievement;
- xii. Ensure that there is adequate fund for the running and operations of the centers through levies, fees, donations, voluntary services and government funding (Federal, State and Local);
- xiii. UBE to coordinate, supervise and monitor the ECCD through SPEBs and LGEAs;
- xiv. Carry out advocacy through electronic and print media, religious organizations, community leaders, LGEA in conjunction with information organ of the LGA.
- xv. Encourage Koranic schools catering for age 0-5 to add to their curricula some basic education subjects just as is the case of the Islamiyya schools, as well as ensure ECCD facilities;
- xvi. Devise means of encouraging proprietors or communities to enroll large number of children and operate within the given standards for ECCD since the National Policy on Education frees it from funding pre-primary education.

Minimum Standard

Every ECCD centers should ensure the availability of and compliance with the following:

- i. Collate ECCD school statistics;
- ii. Ensure the construction of classrooms and provision of appropriate furniture.
- iii. Insist on the recruitment of sufficient number of qualified teacher and care givers.
- iv. Monitor the availability of instructional materials and learning aids;
- v. Ensure provision of steady supply of portable water, mid-day meals; toilet facilities, immunization and hygienic environment in every ECCD center;
- vi. Ensure the provision of safe playground with sporting materials in each center;
- vii. Insist on the availability and utilization of prescribed and approved curriculum guide for ECCD centers;

- viii. Undertake adequate monitoring of ECCD centers.
- ix. Establish one model ECCD center per local government;
- x. Insist on periodic measurement of learning achievement.
- xi. Ensure that there is adequate fund for the running and operations of the centers through levies, fees, donations, voluntary services and government funding (Federal, State and Local);
- xii. UBE to coordinate, supervise and monitor the ECCD through SPEBs and LGEAs;
- xiii. Carry out advocacy through electronic and print media, religious organizations; community leaders, LGEA in conjunction with information organ of the LGA;
- xiv. Encourage Koranic schools catering for age 0-5 to add to their curricula some basic education subjects just as is the case of the Islamiyya.

TOPIC 1

Readings

Reading 1.1

Outline of the course

1. **Introductory Topic**
This topic leads you to reach an understanding of the course and to review the concept of Educational for All - Its purpose and value.
2. **Access and Equity**
This topic discusses what has to be done to reach minority groups, the poor, disabled people, and the access of girls and women to education.
3. **Focussing on Learning**
This topic focuses on the teacher's understanding of what is involved if learning is to be effective. These include such aspects as the content of what is taught, methods of teaching, skills to be acquired by students, and methods of assessing learning achievement.
4. **Broadening the Means and Scope of Basic Education**
The topic deals with the redefinition of basic education to take account of complementary and mutually reinforcing elements which make up an integrated system. Here the concept of education as a lifelong process with various overlapping and interrelated stages is explored.
5. **Enhancing the Environment for Learning**
The topic unfolds the complex factors within the home and community that affect the individual's capacity to learn. It also explains the importance of nutrition, health care and general physical and emotional support and the role of teachers in enhancing the environment for learning.
6. **Strengthening Partnerships**
The topic shows how teachers and other educational personnel can work together more effectively; how they can collaborate with other groups involved in the educational enterprise, and how partnerships, can be extended more widely.

7. Culture and Cultural Identity

The topic expresses the need for learning to be culturally appropriate if it is to be effective. The need to promote a child's respect for his or her own culture and language as the foundation of self-respect and tolerance of other is communicated. It calls for the maintenance of culture while at the same time promoting effective learning of modern knowledge.

8. Towards Functional Literacy and Beyond

The topic calls for augmented concepts of literacy beyond mere reading and writing.

9. Scientific and Technological Literacy and Numeracy

The topic presents ways in which basic education can be prepared for children and adults for life in an increasingly technological world.

10. Education and the World and work

The topic presents ways of linking the formal education system to the world work, and emphasizes, the importance of education as a basis for lifelong learning.

11. 'Quality of Life' and Development Education

The topic considers the incorporation of environmental, population and health issues into basic education and the use of formal, non-formal and informal approaches.

12. Quality Education and Standards

The topic considers some key issues in the use of standards to improve the quality of education. It also reviews several sets of standards for promoting excellence, and ways in which the achievement of a particular standard can be assessed.

13. The Requirements

The topic outlines requirements for meeting basic learning needs. They include: developing a supportive policy context, mobilizing and augmenting resources; building national technical capacity for gathering data, monitoring learning activities, identifying learning activities, identifying learning needs, and measuring effectiveness of programmes; and international solidarity.

14. Concluding Topic: The Way Ahead

This topic brings the course to an end with a review of the principal lines of action, formulating questions for consideration and suggesting future actions.

Reading 1.2

The Mountain Climber

Narrator:

This is the story of a mountain climber.

One day, in a village far away, a stranger passed by a village on his way home from a climb up a mountain. He took a rest in an open shack where local folks were gathered. He brought out a flask and took a sip of the cold spring water. After doing so he began to talk with the people.

Climber:

I have just climbed a mountain. It is not far away and not very steep. You must go and climb it too because once you reach its peak, you'll feel as though you own the world. The view is just fantastic, truly an exhilarating experience!

Narrator:

Four young men listened intently and began to be intrigued by the stranger's tale. They decided that they too must make that climb. So one cool day in September, the four friends started their trek up the mountain.

After a mile or so of climbing, the first climber started to complain about his hurting feet, his tired limbs and his aching back. Soon after, the second climber, himself tired, begged the others to return with him as he felt that it was getting dark and he was afraid that it would rain. He kept mumbling about the dangers of travelling in such a situation and his regret about joining the climb. The third climber kept looking at the patch before him for things which he could take back to sell. The fourth climber, however, was oblivious to the pain and discomfort the others felt. He soaked in the beauty of the place and felt deeply ennobled by nature.

When the four climbers got back to the village, the local folk gathered around them, eager to hear about the adventure. As the fourth climber told his story, the three others wondered why they did not see the wonderful things that he saw.

**WORLD DECLARATION ON EDUCATION FOR ALL:
MEETING BASIC LEARNING NEEDS (adopted 9 March 1990)**

PREAMBLE

More than 40 years ago, the nations of the world, speaking through the Universal Declaration of Human Rights, asserted that ‘everyone has a right to education’. Despite notable efforts by countries around the globe to ensure the right to education for all, the following realities persist:

- More than 100 million children, including at least 60 million girls, have no access to primary schooling;
- More than 960 million adults, two-thirds of whom are women, are illiterate, and functional illiteracy is a significant problem in all countries, industrialized and developing;
- More than one-third of the world’s adults have no access to the printed knowledge, new skills and technologies that could improve the quality of their lives and help them shape, and adapt to, social and cultural change; and
- More than 100 million children and countless adults fail to complete basic education programmes; millions more satisfy the attendance requirements but do not acquire essential knowledge and skills.

At the same time, the world faces daunting problems: notably mounting debt burdens, the threat of economic stagnation and decline, rapid population growth, widening economic disparities among and within nations, war, occupation, civil strife, violent crime, the preventable deaths of millions of children and widespread environmental degradation. These problems constrain efforts to meet basic learning needs, while the lack of basic education among a significant proportion of the population prevents societies from address such problems with strength and purpose.

These problems have led to major setbacks in basic education in the 1980s in many of the least-developed countries. In some other countries, economic growth has been available to finance education expansion, but even so, many millions remain in poverty and unschooled or illiterate. In certain industrialized countries too, cutbacks in government expenditure over the 1980s have led to the deterioration of education.

Yet the world is also at the threshold of a new century, with all its promise and possibilities. Today, there is genuine progress toward peaceful ‘détente’ and greater cooperation among nations. Today, the essential rights and capacities of women are being realized. Today, there are many useful scientific and cultural developments. Today, the sheer quantity of information available in the world —much of it relevant to survival and basic well-being - is exponentially greater than that available only a few years ago, the rate of its growth is

accelerating. This includes information about obtaining more life-enhancing knowledge – or learning how to learn. A synergistic effect occurs when important information is coupled with another modern advance - our new capacity to communicate.

These new forces, when combined with the cumulative experience of reform, innovation, research and the remarkable educational progress of many countries, make the goal of basic education for all – for the first time in history – an attainable goal.

Therefore, we participants in the World Conference on Education for all, assembled in Jomtien, Thailand, from 5 to 9 March, 1990:

Recalling that education is a fundamental right for all people, women and men, of all ages, throughout our world;

Understanding that education can help ensure a safer, healthier, more prosperous and environmentally sound world, while simultaneously contributing to social, economic, and cultural progress, tolerance, and international co-operation.

Knowing that education is an indispensable key to, though not a sufficient condition for, personal and social improvement;

Recognizing that traditional knowledge and indigenous cultural heritage have a value and validity in their own right and capacity to both define and promotion development;

Acknowledging that, overall, the current provision of education is seriously deficient and that it must be made more relevant and qualitatively improved, and made universally available;

Recognizing that sound basic education is fundamental to the strengthening of higher levels of education and scientific and technological literacy and capacity and thus to self-reliant development; and

Recognizing the necessity to give to present and coming generations an expanded vision of, and a renewed commitment to, basic education to address the scale and complexity of the challenge;

Proclaim the following

**World Declaration on Education for All:
Meeting basic Learning Needs**

EDUCATION FOR ALL: THE PURPOSE

ARTICLE – MEETING BASIC LEARNING NEEDS

1. Every person – child youth and adult – shall be able to benefit from educational opportunities designed to meet their basic learning needs. These needs comprise both essential learning tools (such as literacy, oral expression, numeracy, and problem solving) and the basic learning content (such as knowledge, skills, values, and attitudes) required by human beings to be able to survive, to develop their full capacities, to live and work in dignity, to participate fully in development, to improve the quality of their lives, to make informed decision, and to continue learning. The scope of basic learning needs and how they should be met varies with individual countries and cultures, and inevitably, changes with the passage of time.
2. The satisfaction of these needs empowers individuals in any society and confers upon them a responsibility to respect and build upon their collective cultural, linguistic and spiritual heritage, to promote the education of others, to further the cause of social justice, to achieve environmental protection, to be tolerant towards social, political and religious systems which differ from their own, ensuring that commonly accepted humanistic values and human rights are upheld, and to work for international peace and solidarity in an interdependent world.
3. Another and no less fundamental aim of educational development is the transmission and enrichment of common cultural and moral values. It is in these values that the individual and society find their identity and worth.
4. Basic education is more than an end in itself. It is the foundation for lifelong learning and human development on which countries may build, systematically, further levels and types of education and training.

EDUCATION FOR ALL: AN EXPANDED VISION AND A RENEWED COMMITMENT

ARTICLE 2 – SHARING THE VISION

To serve the basic learning needs of all requires more than a recommitment to basic education as it now exists. What is needed is an ‘expanded vision’ that surpasses present resource levels, institutional structures, curricula, and conventional delivery systems while building on the best in current practices.

New possibilities exist today which result from the convergence of the increase in information and the unprecedented capacity to communicate. We must seize them with creativity and a determination for increased effectiveness.

As elaborated in Articles 3-7, the expanded vision encompasses:

- Universalizing access and promoting equity;
- Focussing on learning;
- Broadening the means and scope of basic education;
- Enhancing the environment for learning;
- Strengthening partnerships.

The realization of an enormous potential for human progress and empowerment is contingent upon whether people can be enabled to acquire the education and the start needed to tap into the ever-expanding pool of relevant knowledge and the new means for sharing this knowledge.

ARTICLE 3 – UNIVERSALIZING ACCESS AND PROMOTING EQUITY

1. Basic education should be provided to all children, youth and adults. To this end, basic education services of quality should be expanded and consistent measures must be taken to reduce disparities.
2. For basic education to be equitable, all children, youth and adults must be given the opportunity to achieve and maintain an acceptable level of learning.
3. The most urgent priority is to ensure access to, and improve the quality of, education for girls and women, and to remove every obstacle that hampers their active participation. All gender stereotyping in education in education should be eliminated.
4. An active commitment must be made to removing educational disparities. Under-served groups: the poor; street and working children, rural and remote populations, nomads and migrant workers; indigenous peoples; ethnic, racial, and linguistic minorities; refugees; those displaced by war; and people under occupation, should not suffer any discrimination in access to learning opportunities.
5. The learning needs of disabled people demand special attention. Steps need to be taken to provide equal access to education to every category of disabled persons as an integral part of the education system.

ARTICLE 4 – FOCUSING ON LEARNING

Whether or not expanded educational opportunities will translate into meaningful development – for an individual or for society – depends ultimately on whether people actually learn as a result of those opportunities, i.e. whether they incorporate useful knowledge, reasoning ability, skills, and values. The focus of basic education must, therefore, be on actual learning acquisition and outcome, rather than exclusively upon enrolment, continued participation in organized programmes and completion of certification requirements. Active and participatory approaches are particularly valuable in assuring learning acquisition and allowing learners to reach their fullest potential. It is, therefore, necessary to define acceptable levels of learning acquisition for educational programmes and to improve and apply system of assessing learning achievement.

ARTICLE 5 – BROADENING THE MEANS AND SCOPE OF BASIC EDUCATION

The diversity, complexity, and changing nature of basic learning needs of children, youth and adults necessitates broadening and constantly redefining the scope of basic education to include the following components:

- Learning begins at birth: This calls for early-childhood care and initial education. These can be provided through arrangements involving families, communities, or institutional programmes, as appropriate.
- The main delivery system for the basic education of children outside the family is primary schooling. Primary education must be universal, ensure that the basic learning needs of all children are satisfied, and take into account the culture, needs, and opportunities of the community. Supplementary alternative programmes can help meet the basic learning needs of children with limited or no access to formal schooling, provided that they share the same standard of learning applied to schools, and are adequately supported.
- The basic learning needs of youth and adults are diverse and should be met through a variety of delivery systems. Literacy programmes are indispensable because literacy is a necessary skill in itself and the foundation of other life skills. Literacy in the mother tongue strengthens cultural identity and heritage. Other needs can be served by: skills training, apprenticeships, and formal and non-formal education programmes in health, nutrition, population, agricultural techniques, the environment, science, technology, family life, including fertility awareness, and other societal issues.
- All available instruments and channels of information, communications and social action could be used to help convey essential knowledge and inform and education people on social issues. In addition to the traditional means, libraries, television, radio and other media can be mobilized to realize their potential towards meeting the basic education needs of all.

These components should constitute an integrated system – complementary, mutually reinforcing, and of comparable standards, and they should contribute to creating and developing possibilities for lifelong learning.

ARTICLE 6 – ENHANCING THE ENVIRONMENT FOR LEARNING

Learning does not take place in isolation. Societies, therefore, must ensure that all learners receive the nutrition, health care, and general physical and emotional support they need in order to participate actively in and benefit from their education. Knowledge and skills that will enhance the learning environment of children should be integrated into community learning programmes for adults. The education of children and their parents or other caretakers is mutually supportive and this interaction should be used to create, for all, a learning environment of vibrancy and warmth.

ARTICLE 7 – STRENGTHENING PARTNERSHIPS

National, regional, and local education authorities have a unique obligation to provide basic education for all, but they cannot be expected to supply every human, financial or organization requirement for this task. New and revitalized partnerships at all levels will be necessary: partnerships among all sub-sectors and forms of education, recognizing the special role of teachers and that of administrators and other educational personnel; partnerships between education and other government departments, including planning, finance, labour, communications, and other social sectors; partnerships between government and non-governmental organizations, the private sector, local communities religious groups, and families. The recognition of the vital role of both families and teachers is particularly important. In this context, the terms and conditions of service of teachers and their status, which constitute a determining factor in the implementation of education for all, must be urgently improved in all countries in line with the joint ILO/UNESCO Recommendation Concerning the Status of Teachers (1966). Genuine partnerships contribute to the planning, implementing, managing and evaluating of basic education programmes. When we speak of ‘an expanded vision and a renewed commitment’, partnerships are at the heart of it.

EDUCATION FOR ALL: THE REQUIREMENTS

ARTICLE 8 – DEVELOPING A SUPPORTIVE POLICY CONTEXT

1. Supportive policies in the social, cultural, and economic sectors are required in order to realize the full provision and utilization of basic education for individual and societal improvement. The provision of basic education for all depends on political commitment and political will backed by appropriate fiscal measures and reinforced by educational policy reforms and institutional strengthening. Suitable economic, trade, labour, employment and health policies will enhance learners’ incentives and contributions to societal development.

2. Societies should also ensure a strong intellectual and scientific environment for basic education. This implies improving higher education and developing scientific research. Close contact with contemporary technological and scientific knowledge should be possible at every level of education.

ARTICLE 9 – MOBILIZING RESOURCES

1. If the basic learning needs of all are to be met through a much broader scope of action than in the past, it will be essential to mobilize existing and new financial and human resources, public, private and voluntary. All of society has a contribution to make, recognizing that time, energy and funding directed to basic education are perhaps the most profound investment in people and in the future of a country which can be made.
2. Enlarged public-sector support means drawing on the resources of all the government agencies responsible for human development, through increased absolute and proportional allocations to basic education services with the clear recognition of competing claims on national resources of which education is an important one, but not the only one. Serious attention to improving the efficiency of existing educational resources and programmes will not only produce more, it can also be expected to attract new resources. The urgent task of meeting basic learning needs may require a reallocation between sectors, as, for example, a transfer from military to educational expenditure. Above all, special protection for basic education will be required in countries undergoing structural adjustment and facing severe external debt burdens. Today, more than ever, education must be seen as a fundamental dimension of any social, cultural, and economic design.

ARTICLE 10 – STRENGTHENING INTERNATIONAL SOLIDARITY

1. Meeting basic learning needs constitutes a common and universal human responsibility. It requires international solidarity and equitable and fair economic relations in order to redress existing economic disparities. All nations have valuable knowledge and experiences to share for designing effective educational policies and programmes.
2. Substantial and long-term increases in resources for basic education will be needed. The world community, including intergovernmental agencies and institutions, has an urgent responsibility to alleviate the constraints that prevent some countries from achieving the goal of education for all. It will mean the adoption of measures that augment the national budgets of the poorest countries or serve to relieve heavy debt burdens. Creditors and debtors must seek innovative and equitable formulae to resolve these burdens, since the capacity of many developing countries to respond effectively to education and other basic needs will be greatly helped by finding solutions to the debt problems.

3. Basic learning needs of adults and children must be addressed wherever they exist. Least-developed and low-income countries have special needs which require priority in international support for basic education in the 1990s.
4. All nations must also work together to resolve conflicts and strife, to end military occupations, and to settle displaced populations, or to facilitate their return to their countries of origin, and ensure that their basic learning needs are met. Only a stable and peaceful environment can create the conditions in which every human being, child and adult alike, may benefit from the goals of this Declaration.

We, the participants in the World Conference on Education for All, reaffirm the right of all people to education. This is the foundation of our determination, singly and together, to ensure education for all.

We commit ourselves to act cooperatively through our own spheres of responsibility taking all necessary steps to achieve the goals of education for all. Together we call on governments, concerned organizations and individuals to join in this urgent undertaking.

The basic learning needs of all can and must be met. There can be no more meaningful way to begin the International Literacy Year, to move forward the goals of the United Nations Decade of Disabled Persons (1983-93), the World Decade for Cultural Development (1988-97), the Fourth United Nations Development Decade (1999-2000), of the Convention on the Elimination of Discrimination against Women and the forward-Looking Strategies for the Advancement of Women, and of the Convention on the Rights of the Child. There has never been a more propitious time to commit ourselves to providing basic learning opportunities for all the people of the world.

We adopt, therefore, this world Declaration on Education for All: Meeting Basic Learning Needs and agree on the Framework for Action to Meet Basic Learning Needs, to achieve the goals set forth in this Declaration.