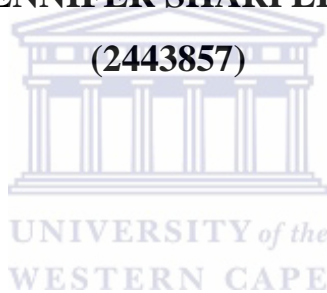


**AN INVESTIGATION INTO THE IMPLEMENTATION OF EARLY
CHILDHOOD DEVELOPMENT POLICY IN EARLY CHILDHOOD
CENTRES
(A STUDY OF THE FISANTEKRAAL, NORTHERN DISTRICT, CAPE
TOWN, SOUTH AFRICA)**

BY

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**A MINI THESIS SUBMITTED TO THE SCHOOL OF GOVERNMENT,
FACULTY OF ECONOMIC AND MANAGEMENT SCIENCES,
UNIVERSITY OF THE WESTERN CAPE, IN FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTERS IN PUBLIC
ADMINISTRATION**

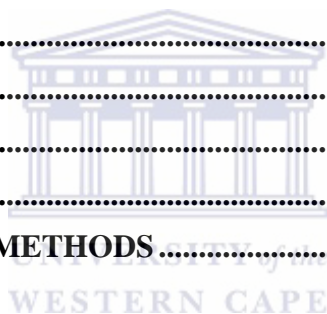
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DECEMBER 05, 2014

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Declaration

I declare that an investigation into the implementation of Early Childhood Development policy is my own work and that all sources used or quoted have been indicated and acknowledged by means of complete references.

Jennifer Ivy Sharpley

Student number 3443857



This work is dedicated

To

The Strydom and Lawrence families

From both sides of the family came great intellect and motivation to study. My grandparents and parents lived in an era whereupon education was only for the selected few. May the future generations from this geanealogy build on the foundation of learning that has been embraced?

With all my love Jennifer Ivy Strydom / Sharpley



Acknowledgements

My appreciation goes to Prof Isioma Uregu Ile for supporting me through the entire process of working on my thesis. Your professionalism has been invaluable.

A special thanks to the staff at the School of Government, to Lynette Festers for encouraging me to embark on a Master's in Public Administration. At the Resource centre Natalie Seymour, your support was greatly appreciated. To research assistance, Nelly Bama and Emmanuel Ilori thank you so much for your assistance. Kim Stephanus for the late nights helping me in a calm and gentle manner for this I am indeed grateful.

Ray and Donna my daughters, may you be given the strength and capacity to reach your fullest potential. Donna thank you for the tireless task of ensuring that deadlines were reached, to Ray for making jokes about humanities whilst making sure that the document was perfect before going to print, and lastly Gerard, thank you for the editing of the thesis as it made progress from course work to the thesis writing.

To Iona Prevost, family, who I can now call friend. The support in words of encouragement and confidence in me as a person, ensuring and supporting a balance in my life even during thesis writing. Michelle Andipatin for your assistance with the theories.

Monica Abrahams from Fisantekraal Principals forum thank you for assisting in the data collection process and focus group.

Trudie Briekwa, your willingness to assist in ensuring the focus group is conducted in time.

Finally, I extend my thanks to all my family, friends and colleagues for your care and support throughout the process. All your efforts in assisting me in getting thus far and I am extremely grateful.

Acronyms

AIDS	Acquired Immune Deficiency Syndrome
CAPS	Curriculum and Assessment Policy Statement
CBO	Community Based Organisations
CECD	Centre of Early Childhood Development
DOE	Department of Education
ECCE	Early Childhood Care Education
ECD	Early Childhood Development
ELRU	Early Learning Resource Unit
HIV	Human Immunodeficiency Virus
INSET	In-Service Training
ICD	Integrated child development Services.
MDG	Millennium Development Goals
MOA	Memorandum of Agreement
NGO	Non-Government Organisation
NPP	National Peoples Party
R.D.P	Reconstruction and Development Programme
SAL	Shared Action Learning
SGB	School Governing Body
TREE	Training Resources Early Education
UNICEF	United Nations Children's Fund
USAID	United States Aid

Abstract

The White Paper on Education and training defines ECD as the process by which children 0 – 9 grow and thrive in all respects. The main focus of ECD's is to ensure that children are thriving, by providing a solid foundation for physical, emotional, cognitive and overall healthy development of children (UNICEF, 2005). Therefore a critical factor for educational achievement is access to ECD.

In redressing the exclusion of the past in ECD the equity enshrined in the white paper on Education and training (1995) and the Reconstruction and development program (RDP) suggest that government act as the key agent for 'levelling the playing field' . This would greatly benefit the historically disadvantaged children which are the majority within South Africa (Department Basic Education, 2001).

The challenge is to establish in which way the playing field are bring levelled to increase ascertain ECD programs for all children in general, and poor children in particular. Thus the implementation of quality programs becomes a matter of urgency (UNICEF, 2005). Many ECD centres have been established around the world and in South Africa, very few studies have been conducted concerning the implementation of government policy in terms of ECD centres.

As stated in the Convention on the Right of the Child and the African charter on the Rights and the welfare of the child. The South African constitutions in regard to Act 108 of 1996 include the Bill of Rights, with policies and plans that are in one place to ensure that the rights of children in the Early Childhood Developmental stage are met (Child institute, 2007/2008).

This research investigates the implementation of government ECD policy in the three sectors of government policy which need to be adhered to. Namely the criteria stipulated by the Educational Department, Social Development as well as the Department of Health. The study shall *ascertain* whether these policies are indeed being implemented. New ECD programs include the ECD integrated Plan with a focus on parent education, in addition to Expanded Public Works Program which also includes the training of parents (Biersterker & Kvalsig, 2007 :pp 1200).

The research objectives are namely to examine the implementation of ECD policy which covers all three departments that of; Education, Social Development and Health.

To develop a legislative and conceptual framework to underpin the study

Identify challenges and opportunities from primary data and draw conclusions

Make recommendations

Specific research questions addresses in this study:

- To determine what processes are in place to ensure effective and efficient implementation of the ECD policy.
- To ascertain what specific challenges are faced by ECD centres staff during the implementation of policy.
- The relevance of the policies to the intended Institutions.

A qualitative study method shall be adopted. The instrument (questionnaire) will be issued to participants namely head/principal or teacher in charge of ECD centres. The questionnaire shall be followed up with a focus group, which shall include head of ECD's as well as active parents from communities/governing bodies.

The researcher undertakes the responsibility of providing and examining the level of competences. The researcher shall be responsible in conducting the research, with integrity and maintain honesty and fairness at all times. The participants are assured that the information shared during the discussions would be used solely for the study and no other publications. The researcher shall uphold the right for any participant to withdraw from the process if they no longer wish to participate. Only respondents who provide consent to being a part of this process shall participate.

KEY WORDS

1. Implementation
2. Early Childhood Development
3. Policy
4. Community
5. Participants
6. Education
7. Parents
8. Fisantekraal.



CHAPTER ONE: INTRODUCTION AND BACKGROUND

1.1 INTRODUCTION

This study will focus on the implementation of early childhood development policy in early childhood centres in the Fisantekraal, Northern Sub-District, and Cape Town.

Former Minister of Education in South Africa, Professor Kader Asmal, in introducing White Paper 5, stated that “although the particulars of our lives may differ, millions of mothers and fathers around the world, in both industrialised and developing countries, share the same story: finding and making time, investing energies, stretching resources to provide for their sons and daughters. Their days are consumed helping their children grow strong and healthy, protecting, teaching and guiding, encouraging their talents and challenging their curiosity, delighting in their enthusiasm and their accomplishments. They search for advice and counsel from informal support networks and community agencies as they struggle, often against great odds, to do right by their children.” (White paper 5, 2001). A critical factor for educational achievement is access to ECD. The White Paper on Education and training defines ECD as the process by which children between age 0 – 9 grow and flourish in all respects. The main focus of ECD’s is to ensure that children are thriving, ensured by providing a solid foundation of physical, emotional, cognitive and overall healthy development. (UNICEF, 2005)

1.2 RESEARCH BACKGROUND

Government in South Africa is divided into three spheres: national, provincial and local. Each sphere’s responsibility is outlined in the constitution. Government political arm creates the laws and policies, while the administrative arm is the part of the government that provides services and implements the laws and policies.

Provincial government: Makes and administers provincial laws in its areas of jurisdiction (e.g. liquor licenses, provincial planning, cultural matters, recreations, roads and traffic). It shares certain areas with nation government, such as health, education and social services.

Local government: The role of municipalities is to provide basic services, as well as promote a safe and healthy environment and community development (Western Cape Government 2014).

Within South Africa the implementation of ECD policy may be viewed as complex with departments having various responsibilities, which sometimes overlap. The three departments that are core to the provision of ECD are namely, Department of Social Services/Development, Education and Health, with the office of the Rights of Children in the Presidency, playing a monitoring role (UNICEF, 2005).

The principles of redress and equity enshrined in the White Paper on Education and Training (1995) and the Reconstruction and Development Program (RDP) suggest that Government act as the key agent for “levelling the playing fields.” This would greatly benefit the historically disadvantaged children which are in the majority within South Africa (White paper 5, 2001). The challenge is to establish in which way the playing fields are being levelled to increase access to ECD programmes for all children in general, and poor children in particular. Thus the importance of implementation of quality programmes becomes a matter of urgency (UNICEF, 2005).

The South African definition of Early Childhood Development encompasses the fact that survival, growth and development of children often takes place in extremely vulnerable and adverse circumstances.

The Convention on the Right of the Child and the African Charter on the Rights and the Welfare of the Children. The South Africa Constitution in regard to Act 108 of 1996 includes the Bill of Rights, with policies and plans that are in place to ensure that the rights of children in Early Childhood Developmental stage are met (Child Institute, 2007/2008).

The Department of Health and Social Development are concerned with children up to the age of 5. The 0 – 9 age group is included in Department of Education’s focus, with the inclusion of the reception year Grade R and the first three grades of formal schooling (ages 6 – 8), commonly known as the Foundation Phase (Department Basic Education, 2001).

In 2006, 3.8 million children were enrolled in the foundation phase at private and independent schools. Unfortunately there are no recent figures of children enrolled at standalone ECD's (Department of Basic Education, 2014).

The National Integrated Plan for Early Childhood Development (2005-2010) provides a platform for community development workers to play a role in service delivery, targeting valuable children and those living in poverty from birth to four years. This incorporates collaborations between government, NGO's, communities aimed at improving ECD provision in homes, ECD sites, women's prisons and orphanages (Van der Merwe & Dawes, 2008: pp.141).

1.3. RESEARCH PROBLEM

With the demise of apartheid in 1994, South Africa enacted the new constitution, which would promote greater freedom by giving a voice to the people and providing a basis for accountability. The country could now hold free and fair multi-party elections and decentralize power, thus creating conditions for more influence of power in the decision-making process. The constitution also promotes human rights, rule of law, multiracialism and diversity, gender equity and poverty alleviation. There are significant disparities in terms of poverty across provinces, with the Gini coefficient at 0.7. Therefore many people living below the breadline. (United Nations Development Programme: 2014 pp 2).

There are significant disparities in terms of poverty across provinces, with the Gini coefficient of 59.3 South Africa is ranked 119th out of 177 countries, the Gini coefficient is a commonly used to measure how evenly or unevenly income is distributed within a nation. The poorest 20 percent of South Africans of have access to only 2 percent of the income (United Nations Development report, 2014 pp 7). Therefore making Early Childhood Development (ECD) a luxury rather than a necessity. In order to facilitate Government's ECD plan, early childhood development must be made more affordable.

Early Childhood Development (ECD) policy from the Department of Education stressed the importance of the continuity between home and preschool. Parent involvement is very important and can be seen in the composition requirement of a school body.

The policy towards families and ECD contain a range of strategies to prevent children becoming at risk. These include the Revised National Curriculum to support learning by the

use of local content and building on a child's own experiences. New ECD programmes include the ECD Integrated Plan with a focus on parent education, in addition the Expanded Public Works Program which also includes the training of parents (Biersterker, 2007: pp 1200 cited in Staple & Cochran, 2009).

ECD in the 1970's was promoted by the Early Learning Resource Unit (ELRU), a contextually appropriate curricular for children in the resource poor communities, emphasising an inclusive anti-bias approach. This organisation provides for babies and 3 – 6 year olds, and offered nationally recognised training for practitioners in an extensive community of ECD centres as well as grade R classes in public school (Biersterker & Kvalsig. 2007: pp 1223).

Against this background, the South African government needs to further prioritize ECD and budget for this sector accordingly. The government planning does have a strong focus on improving ECD quality, and this includes civil society as well as NGO and other ECD stakeholders. Government will has to engage with the relevant stakeholders, as it has a commitment to the children of South Africa.

Functions of ECD's

- Manage the development, evaluation and maintenance of policy, programmes and systems for early childhood development in reception years.
- Develop, evaluate and maintain an accreditation system for providers and trainers.
- Develop and maintain policy concerning programmes, qualifications and assessment for early childhood development.
- Render support to qualifications and quality assurance authorities concerning early childhood development. (Department of Basic Education, 2014).

Educator qualifications are based on ECD unit standards from level 1 and 4. The Integrated Development Plan makes specific provisions for ECD services per province. The ECD centres need to be registered with Departments of Health, Education and Social Services.

Access to subsidies from the Departments of Social Development and Education would give an indication of the financial sustainability of services, with state subsidies being a key creating sustainability (Biersterkter, 2007: pp 188 cited in Staple & Cochran, 2009).

The quality of provision differs considerably, with rural and informal settlements being predictably worse, for the following reasons;

A large proportion of children under the age of four live in poverty. Data from the General Household Survey 2006 indicates that 68 percent of children between the ages of 0 – 18 in South Africa, live below the poverty line (Biersteker, 2008: pp 225).

Linda points out that government has identified ECD as a national priority. She argues that for ECD to be a priority amongst people the key focus of policies and programmes must be translated in all sectors at national, provincial, district, as well as local levels. Other areas that shall also be affected being safety and security, housing, water and sanitation, social protection, poverty alleviation projects, employment and capacity building plans, access to information. She finds that there is a great commitment to young children at a policy level, with the highest support at cabinet level. The translation of policies and plans into practical implementation for young children face the challenge of poverty as well as children with the Human Immunodeficiency Virus, much energy has gone into developing legal as well as policy frameworks.

With the advent of democracy it became increasingly evident that ECD was not only about crèches and pre-schools, but also includes the introducing of free primary healthcare for young children and pregnant women. This was further supplemented by, a nutritional health programme and the child support grant, which has been expanded (Swift 2008: pp.142).

1.4. OBJECTIVES OF THE STUDY

- To determine what processes are in place to ensure effective and efficient implementation of the ECD policy.
- To ascertain what specific challenges are faced by ECD centres staff during the implementation of policy.
- To draw conclusions and make recommendations.

1.5. SIGNIFICANCE OF THE STUDY

Due cognisance needs to be taken of the fact that Fisantekraal is a low income area, adjacent to Durbanville which is affluent. In the 2011 census, the population of Fisantekraal was 12 369 with 3 711 households and characterised by the following:

- 17% of those 20 years and older has completed matric;

- 73% participate in the labour force;
- 73% of households have a monthly income of R3 200 or less.

This study will be able to serve as a benchmark in terms of how the positive or negative implementation of ECD policy in this specific area is impacting the children. The policies are well developed and look good on paper, but the question is whether they can be implemented effectively. Lessons learnt will be able to present solutions to similar situations in other communities needing to establish ECD's. Existing ECD policies can be reviewed and their effectiveness analysed, as well as any gaps or duplications. An additional aim is to access the number of young children who are attending ECD centres in the Fisantekraal Northern Sub-District. Ultimately the successful implementation of ECD policy would lead to children that have established a strong foundation. This will equip them adequately for substantial improvements in the above respect. (General Household Survey, 2011).

Important factors that can provide a greater understanding as to the implementation of early childhood education in the South African context:

- The quality of provision differs considerably, with rural and informal settlements being predictably worse
- Monitoring and evaluation are inadequate or non-existent
- Government ECD policy requires that all sites be registered
- Standards need to meet the criteria set out by the departments
- A means test for sites which operate on a not-for-profit basis in order to qualify for a small, but increasing Social Development Subsidy
- Registration has been very slow, as this involves site visits from Social Workers, Health Workers
- As part of a general upgrade, the Expanded Public Works Programme is encouraging the increase in subsidised sites and the Subsidy has increased to R15 per day per child attending a registered centre.
- Policy leads and there are gaps in legislation and guidelines. No recognized funding forms part these new programmes. Only centre based programmes may register.
- A large proportion of children under the age of four live in poverty. Data from the General Household Survey 2006 indicates that 68 percent of children ages 0 – 18 in South Africa live below the poverty line (Biersteker, 2008: pp 225).

1.6. LIMITATIONS OF THE STUDY

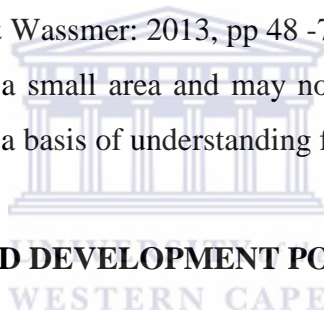
The study will be conducted in a sub-economic community with Afrikaans as the mother tongue, whilst the research is conducted in English. The fact that the researcher does not have Afrikaans as her mother tongue, could create a deficiency in the interpretation of the interviews.

Access to information became difficult in terms of report documents and people who have information around the research topic, and therefore a need for ethical clearance, which will provide a greater degree of access to reliable information.

There is also the measure used to collect data, as sometimes on completion of the implementation findings, one could discover that the way in which data was gathered inhibited the ability to conduct a thorough analysis of the results.

Self-reported data, whether the data in pre-existing can rarely be verified independently. One has to trust and take what people say, whether in interviews, focus groups or on questionnaires (Brutus, Aguinis & Wassmer: 2013, pp 48 -75).

The study is being conducted in a small area and may not be as generalised for the rest of South Africa. The study serves as a basis of understanding for similar scenarios.



1.7. BACKGROUND TO CHILD DEVELOPMENT POLICY

South Africa with the White Paper on Education and Training (1995) as well as the Reconstruction and Development Programme sort to ensure that disadvantaged children were given the opportunity to participate in Early Childhood Development programmes. Therefore three departments have the responsibility of ensuring the implementation of ECD policies together with the office of the Rights of Children in the Presidency which serves a monitoring and evaluation function (UNICEF, 2005). The Department of Education favours the bridging between home and school, seeing parent participation imperative as part of the school management team.

The ECD Integrated plan, as well as the expanded Public Works Program views parent education and training essential in ensuring that children benefit to the maximum. At the forefront of the legislative frameworks is the South African Constitution (Act 108 of 1996) which includes the Bill of Rights. This legislation serves as an important guideline from which policy has developed.

The Stakeholder Theory which includes:

1. The strategic behaviour of the organization;
2. The structure of management – stakeholder contracts;
3. The way in which institutional structures that monitor and enforce contracts between managers and other stakeholders;
4. As the process evolves how it unfolds shaping both management/stakeholder contracts and the institutional structures that oversee these contracts.

According to Freeman stakeholder theory argues that there are other parties involved which may include governmental bodies, political groups, communities, financiers, suppliers, staff and parents in the case of ECD's. There have been many definitions of stakeholders (Freeman, 2010: pp41 – 42).

The definition which is aligned to the study of ECD's is that of stakeholders theory suggesting that the purpose of business in this studies cause the ECD Centres to create as much value as possible to stakeholders.

The stakeholder is a n important aspect of this research as it highlights the role of all the players that effectively contribute or do not contribute to the process of establishing ECD centres which have been successful or have experienced countless challenges in the implementation of the South African Government's ECD policies.

The preliminary literature involved reviewing relevant publications on Early Childhood Development, policy and its implementation. Developing countries namely South Africa, India and Ghana are countries which the review is centred around. Research has been conducted in this area, but the data and accuracy is not clear and concise.

In focussing on these countries the researcher is able to depict differences and similarities in ECD policy implementation. The objective of the review is to establish the correlation of education development, policy and ECD policy implementation in the Fisantekraal, Northern Sub-District. The documentation on the theoretical chapter of the study expounds more on this review.

An example of NGO's contribution to the development of ECD's in South Africa.

In Durban during the mid-1980's a couple called Molly and Gordon Bailey joined with others already operating in the field to form Training Resources Early Education (Tree). This organization's main aim was to improve conditions and train the persons working in the area of child development. TREE now operates throughout Kwa-Zulu Natal including rural areas.

The training sessions were effective but people would go back to their own small houses and their enthusiasm would collapse. Distances between each other did not facilitate continuity as well as opportunities to confer and encourage each other.

TREE, the Early Learning Resource Unit (ELRU) and Diketso Eseng Dipuo Community Development Trust (DEDI) are among a number of support non-governmental organizations (NGO's) that are training staff, upgrading ECD sites and encouraging the formation of local committees to support the development process. These organizations also play an important role in research, advocacy and concentrate on assessing ECD provision nationally, promoting the need to monitor and evaluate the provision of ECD's.

TREE's courses are now state-accredited, important in terms of accepted standards and assists in trainers obtaining employment. They also feed into and facilitate academic research. Pressure may also be placed on government in terms of fulfilling its mandate.

Within the developing world much has been done in terms of ECD development. A huge amount of research on early childhood education in other developing nations, where policies are in development which assist in boosting school enrolment, ensuring greater attendance as well as availability of early childhood educational centres. Therefore more research is required to ascertain the role of formal early childhood education, as this shall better inform the policy makers (Hazarika & Viren: 2013: pp 147).

Within India's Integrated Child Development Services, the cognitive ability of children between the ages of 3 – 6, was greatly accelerated (Arora & Bharti & Sharma, 2007: pp.147). Early childhood care and education in India however, is not compulsory, and the state does not endeavour to provide this facility within the first six years of a child's life (Kaul & Sankar, 2009 pp 37). In 2006, the responsibility for ECCE was transferred from the department of Education to the Ministry for Women and Child Development. The emphasis on ECCE was to provide a quality service alongside other services for children.

Within Ghana, the National Peoples Party government came into power in 2001, and identified the weakness of Early Childhood Care development. This led to the creation of the Ministry of Women and Children Affairs. In order to support the survival, protection and development of children aged 0 – 8 within their early years in Ghana, guidance would be taken from this policy framework. This was for the benefit of Government and all

stakeholders especially Sector Ministries, District Assemblies, and communities, families, civil society, including non-government organisations and the donor community.

Within a case study which was carried out in Ghana, in collaboration with UNICEF and other partners in the country, the aim was to reinforce Early Childhood Development. Important areas of development that were focussed on included;

- a) Capacity building and support for implementation of the national ECCD policy.
- b) Enhancement of kindergarten education
- c) Promotion of ECD through health, nutrition, water, sanitation and hygiene, as well as child protective initiatives.

Enrolment figures had grown by 12% between 2005-2006, and have risen to 93% between 2009-2010. The current net enrolment rate stands at 63% (UNICEF, Ghana, 2011).

The increase in enrolment is attributed to policy changes. These included the incorporation of two years of kindergarten into the free and compulsory basic education systems. Capitation grants were also provided which influenced the thoughts of families on sending their children to school. Many of the parents had become aware of the benefits of preparing children before their next phase of schooling. An important indicator was the importance of parents who could be actually involved in leadership, giving their time and support at committee level was of uttermost importance in ensuring a successful operation.

Implementing strategies within Ghana:

- Creation of an appropriate environment for developing and implementing Early Childhood Care Development Programmes.
- Promoting Integrated Services.
- Encouraging establishment of Conventional and Non-Conventional ECD systems for all children.
- Building capacity for ECCD practitioners and institutions.
- Broadening parental participation in the implementation process.
- Providing quality ECCD programmes and services.
- Organizing regular research, monitoring and evaluation programmes to enhance all aspects of ECCD systems.
- Mobilizing resources for implementing ECCD programmes. The Government has committed to improve the quality of ECCD programmes, where the target is to have

100 percent of children between the ages 0 – 8 by the year 2015 (Ministry of Women and Children Affairs: nd).

Institutions for teacher training are established, with a small number of teachers being formally trained. Provision is made for a degree in early childhood, and a diploma in basic education, focussing on early childhood. In addition, there is also an eight week in-service training programme which offers a certificate of participation. All of the above are training programmes to ensure that the children receive a holistic standard of education (Ministry of Women and Children Affairs: nd)

1.8. METHODOLOGY

To understand the perceptions of the implementation of ECD policy in Centres in Fisantekraal, Northern Sub-District. A qualitative method shall be adopted. To achieve the aims of this study, an extensive literature review ensures a sound theoretical basis for discussion. A questionnaire will be issued to participants namely the head/principal or teacher in charge of the ECD centre. The questionnaire shall be followed up with a focus group which shall include the head of ECD as well as active parents from the community, governing bodies. Secondary sources that shall be used shall be ECD policy, as well as any other official documents relevant to the research topic.

According to Ile et al (2012), public-policy monitoring and evaluation has become an important area of study in most developing countries, including South Africa. Policies seem faultless on paper. The Early Childhood Development policy can be described as a set of guidelines, and outline the best practise that must/should be obtained. Within this research study peer monitoring is relevant in establishing the perceptions of the developing countries that shall be compared to their processes. Policy evaluation provides the opportunity for reflection as to whether the implementation of the policy is satisfactory or not. In this study reference is made to ECD policy.

Preliminary Ideas

In regards to the instrument to be used for the collection of data. Questionnaires as well as a focus group will be undertaken. These methods are being used to attain a higher response rate

rather than emailed questionnaires as some participants may not have the necessary facilities e.g. Computer and ECD centres that are similar in operation will form part of the sample.

Focus group, the Fisantekraal District, has a strong community involvement in terms of the development thereof. Community leaders are known to be enthusiastic in terms of their involvement with regards to the affairs of the community. Therefore to meet for the purpose of a focus group, participating in this research will be seen in a positive light.

1.9. PRELIMINARY CLARIFICATION OF TERMS

A number of concepts shall be used in this study. Therefore it becomes imperative to specify what each concept means in the context of the study.

Child

According to the UN a child is anyone below the age of 18 (United Nations Resources for Speakers on Global Issues, n.d).

Early childhood development

Early childhood refers to a comprehensive approach to policies and programmes for children from birth to nine years of age with the active participation of their parents and caregivers. Its purpose is to protect the child's rights to develop, his or her full cognitive, emotional, social and physical potential (Education with White Paper 5, 2001).

Early Child Care and Education

(ECCE) helps children develop their potential and promotes their social, emotional, physical and cognitive development (global partnership for education, 2014).

Implementation

Implementation in the context of this research paper, examine how different policies are put in place and interpreted by the participants.

CHAPTER TWO: LITERATURE REVIEW

2.1. INTRODUCTION

This chapter presents a compilation of various literatures on Early Childhood Development (ECD), policy frameworks and their implementation, to ensure quality and effective child development. Other studies conducted in India as well as Ghana, being developing countries will also be explored. Attention shall be given to Global perspectives, on policy implementation, as well as institutional arrangements, including the above mentioned countries. There will also be an exploring of parental involvement and their perceptions of ECD, the ECD policy statement as well as a section discussing the Revised National Curriculum, which includes the Grade R- reception year. The literature review chapter shall also explore, whether it is beneficial to invest in ECD as well as the challenges that are experienced in working towards the implementation of the ECD policy. Additionally it will lead to establishing the implementation of policy to identify any challenge worthy of researching on. It also provides a background against which the research will be focussing, namely the ECD policy implementation in Fisantekraal Northern Sub-District, Cape Town, South Africa.

2.2. EARLY CHILDHOOD DEVELOPMENT ORIGINS

The history of ECCD and day-care, nurseries and kindergartens dates back to the 19th century mostly in Europe, America and other parts of the world. These facilities were mainly for care and educational purposes. The US drew inspiration from the British Infant School movement. This system was used as an intervention to combat crime and poverty in the cities. There was an assumption “that these poor young children be removed from the streets” and be placed in a setting where they could receive proper middle class guidance and values. (Aruldoss, 2010: pp 7).

2.3. OVERVIEW OF LEGISLATIVE FRAMEWORK AND GLOBAL PERSPECTIVE

For the purpose of the Policy and the actions there under ECCE refers to programmes and provisions for children from prenatal to 6 years of age, which cater to the needs of a child in all domains of development. This refers to physical, motor, language, cognitive, socio-emotional, creative and aesthetic appreciation to ensure synergy with health and nutrition aspects. Another aspect relates to developmental priorities for each sub-stage with health and nutrition aspects. This would cover each sub-stage within the continuum as a consideration i.e. care, early stimulation interaction needs for children below 3 years and developmentally appropriate preschool education for 3 – 6 years with a more structured and planned school readiness component for 5 – 6 year olds.(United Nations ,2010).

During the Jomtien conference which took place in Thailand in 1990 a pledge was made the inception of a programme World Declaration on Education for all. In the year 2000 an assessment took stock of the progress towards basic education in 180 countries, which included South Africa, India and Ghana. Globally there was a 5 percent increase in enrolment in pre-primary establishments. Another conference took place at the World at the World Education Forum Conference which was held in Dakar, Senegal (26 – 28 April 2000). The main focus was to re-inspire a commitment to “Education for All” (United Nations: 2010).

The Dakar Framework for Action was adopted by 164 countries with South Africa, India and Ghana again in participation. There was a commitment to achieving quality basic Education for all by 2015. The issue of funding was taken into consideration and a pledge was made that no country seriously committed to basic education disadvantages in achieving this goal because of lack of resources. Other initiatives aimed at promoting educational development include:

- Association for the Development of Education in Africa;
- Decade of Education in Africa;
- The work of Southern African Development Community (SADC);
- World Bank;
- Group of 8 Educational Task Force;
- New Partnership for Africa’s Development (NEPAD).

Goals that pertain to ECD at Dakar Conference 2000 include the following;

- Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.
- Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes.

Improving all aspects of the quality of education and ensuring excellence of all so that recognised and measurable learning outcomes may be achieved by all, especially in numeracy, literacy and life skills (United Nations 2010).

The world's government adopted eight Millennium Development Goals (MDG) in 2000. This research project takes cognisance of the two most important frameworks in the field of education. The United Nations Educational Scientific and Cultural Organisations (UNESCO) are informed by these objectives.

UNESCO's Director-General, Iruna Bokova views the EFA and MDG's as complementary. "When you fund education, you are ensuring progress towards the Millennium Development Goals. "Education for All Goals" project had the following objectives;

Goal 1: Expand early childhood care and education;

Goal 2: Provide free and compulsory primary education for all;

Goal 3: Promote learning and life skills for young people & adults;

Goal 4: Increase adult literacy;

Goal 5: Achieve gender parity;

Goal 6: Improve the quality of education;

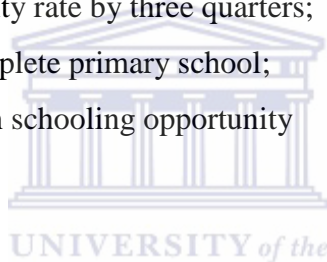
(United Nations, 2010)

The first United Nations Millennium Development goal is to eradicate extreme poverty and hunger. The second is to ensure that all children complete primary schooling. Improving early childhood development is clearly an important step in achieving these goals. Children's development is affected by psychosocial and biological factors and lastly by genetic inheritance. The first few years of life are particularly important because of development occurs in all domains. Early cognitive and socio-emotional development is a strong determining factors of school progress in developed countries. Therefore disadvantaged children in developing countries who do not reach their developmental potential are less likely to be productive adults. (McGregor, Cheung et al, 2007: p66).

On 20 November 2009 the global community celebrated the 20th anniversary of the adoption of the Convention of the Rights of the Child by the United Nations General Assembly. In history this is the most widely endorsed human rights treaty presently ratified by 193 state parties. As part of the 20 year celebrations UNICEF dedicated a special report entitled “The State of the World’s Children” and focussed on child rights.

Poverty Reduction Strategy Papers seen as an important component in the implementation of the Millennium Development goals. This declaration was made by 191 UN Member States and had a commitment to have achieved the following by 2015. Five of the eight Millennium Goals in the UN Declaration relate to health, nutrition and education. Very closely related to ECCD in regards to MDGS include:

- Having the percentage of hungry children’
 - Two thirds reduction in the mortality rate of children under five;
 - Reducing the maternal mortality rate by three quarters;
 - Ensuring that all children complete primary school;
 - Eliminate gender disparities in schooling opportunity
- (Arnold, 2007: pp 16).



2.4. EARLY CHILDHOOD DEFINITIONS IN DEVELOPING COUNTRIES

The ensuing section will outline ECD within the South African context as well as India and Ghana. Since 1994, various legislation, policies and programmes have been to address children’s needs. Early childhood education White Paper 5 defines ECD in regards to *a comprehensive approach to policies and programmes for children from birth to nine years of age. The purpose is to protect the child’s right to develop in all aspects. These include cognitive, emotional, social as well as physical. This development should be supported with the active participation of parents and caregivers.* (Education with White paper 5, 2001)

In 1996 the interim policy for ECD defined ECD *as an umbrella term which applies to the processes by which children from birth to at least nine years of age grow and thrive physically, mentally, emotionally, spiritually, morally and socially* interim policy definition includes children until the age of 9, taking into consideration the physical, spiritual as well as the emotional being.

According to the State of the World's Children 2001, UNICEF has chosen to focus on the early years 0 – 3. Therefore in this instance the younger child is taken into regard (Education with White paper 5, 2001).

There are many ways in which ECD is defined. Different schools of thought use different terms based on their motivations, perspectives as well as their understanding and content. Within this paper ECD is explored from different perspectives .Within Ghana the National definition of International Standard Classifications of Education, *ECD, includes preschool education (nursery / kindergarten). The two year kindergarten education programme is considered as part of the basic education sector* (Ministry of Women and children's affairs Government of Ghana, 2012)

Ghanaians have always demonstrated devout attention to their children. ECCD is defined as *the provision of a range of services that promote the survival, growth, development and protection of the young child*. These objectives are achieved with the inclusion of various Ministries, Departments and Agencies which take responsibility for various aspects of ECCD. (Ministry of Women and children's affairs Government of Ghana, 2012).

The definition of ECCE in India informs the policy for this sector within the Ministry of women and child Development. (Chopra, N 2012).

2.5. STATISTICS OF CHILDREN IN NEED OF CHILD SERVICES

A need has been identified to intensify the services, which take care of the wellbeing of children. In South Africa, since 1994, various legislation, policies and programmes have been developed to address children's needs. These initiatives have been implemented across departments namely Basic Education, Social Services as well as Health. (Department of Basic Education, 2001). South Africa has 6.5million children between birth and six years. 84% of these have no access to any form of ECD. Under the age of 5 mortality rate has risen to 42%. 42% of children live in a household where neither parents are employed, this leads to children being extremely vulnerable.

Within India, the percentage of households that are headed by single women amounts to 39% these households have half the income in comparison with male headed ones. In 2000 one out of ten children were found to be severely malnourished and 1 – 3 children suffered from

Vitamin A deficiency. (World Vision, 2014). According to the census of 2011, it was discovered that within India there were 158.7 million children in the 0 – 6 years of age group .Therefore the wellbeing of these children is severely compromised. (Chopra, N 2012).

Whilst Ghana has 4.5 million children under the age of six. As a result of this great number of children, many child care facilities are needed to ensure a holistic ECD programmes for the children. With reference to the United Nations, and dating as far back as 1948, Article 26 of the Universal Declaration of Rights states that “everyone has the right to education”. Education is seen not only as a right but as a passport to human development as well. The ultimate aim of Education for All (EFA) is sustainable development as this contributes to fostering peace; democracy expands opportunities and freedom as well as improving health and reducing poverty. (United Nations, 2010).

2.6. SYNOPSIS OF ECCE IN INDIA

Evaluations of the ICDS that reaches 21.6 million throughout the country has increasingly indicated that children attending *anganwadis* (courtyard schools) have greater levels of cognitive abilities than children who do not attend any ECCD programme. This is as a result of good nutrition, which is provided for the children, coupled with a psychologically rich learning environment, particularly amongst children in poverty (Arulmani, & Arulmani, cited in Gideon 2010: pp2).

As a result of the high levels of poverty in India, a group of people related to the Right to Food Campaign and the People’s Health Movement – India, were very influential. These organisations have been actively engaged through grassroots action, research, or interventions in policy formulation and implementation. The Ministry of Women and Child Development introduced complementary policy framework such as National scientific research over a period of time. The model of child development have unequivocally gained global acceptance, therefore it is difficult to challenge or reject this notion unless it can be done through scientific research. As (Viruru: cited in Aruldross 2001: pp 8) mentions, one cannot question science through informal knowledge as scientific ways of knowing, are privileged above all other ways.

The policy documents have intentions of providing quality, fair and equitable access to programmes and acknowledge ECCD as a basic right for every child. The official

construction of Early Childhood policy, totally resemble the western psychological model of child development. (Aruldoss 2010: pp 11).

As Penn notes, the relationship between neuroscience and child development was established through India. The poor status of women in India has a direct correlation with malnutrition which affects birth-weight and childcare. Early childhood care and educational services were prioritised in India's 1986 National Policy on Education. As a result of a survey carried out in 1972 it was established that the child care programmes in India were not having the desired impact. Stumbling blocks included resource constraints, inadequate coverage and a fragmented approach (Penn 2002: pp 101-114).

In 1975 the Integrated Child Development Services was established throughout the world. The objectives being:

1. Lay the foundation for the physical psychological and social development of children;
2. To improve the nutritional and health status of children 0 – 6 years and reduce mortality, sickness, malnutrition and school dropout;
3. Enhance through improved health care and education empowering mothers to look after the normal needs of the children;
4. Enabling effective co-ordination of policy and implementation among various departments responsible for child development. (Kaul, 1993, pg 47)

Over the past three decades India experienced high levels of malnutrition despite the increase in agricultural production and extensive economic growth. Analysts see spending patterns during festival periods the purchasing of non-essential foodstuff over staple food as well as high rates of infections and chronic diseases. (Banerjee & Duflo, 2006: pp 158)

Within India the ICDS programmes are prevalent in slums, rural and urban areas. They cater for about 100 000 people with 100 centres or anganwadis (courtyards) in the urban rural projects. Tribal projects have populations of \pm 35 000 people per 50 centres. Every centre has a trained anganwadis worker. The community nominate the person who completes a three month training programme in health, nutrition and education.

Four or five superiors are employed as well as a Child Development Officer who takes responsibility for management and the implementation of the Programme. (Lokskin et al 2005: pp 613-640).

India Vision of the Policy, which is guided by these specific objectives

1. Facilitating comprehensive childcare support, infrastructure and services at the holistic wellbeing of children;
2. Ensure adaptive strategies for inclusion of all children;
3. Build human resource capacity of ECCE across sectors to enhance and develop quality services for children and their families;
4. Set out quality, standards and curriculum framework for ECCE provisions and ensure application and practise through advocacy and enforcement;
5. Raise awareness and understanding about the significance of ECCE and promote strong partnerships with communities and families in order to improve the quality of life of young children through institutional, programmatic and technological mean (Ministry of Women and Child Development , 2012).

The Early Child Care Policy in India is applicable to all early childhood care and education programmes related to services in the public, private and voluntary sectors in all settings across regions. These facilities are offered to children under the age of 6, which include preschools. (Ministry of Women and Child Development, 2012).

2.7. A SYNOPSIS OF EARLY CHILDHOOD EDUCATION IN GHANA

Early Childhood education in Ghana can be dated back to as early as 1745 when Ghana was controlled by European nations. It was during this year that the missionaries established the first recorded educational program, which included young children in an effort to promote Christianity. It was during 1843 that the British Based Mission Society attached kindergartens to primary schools. In 1930, it saw a formal declaration to address Early Childhood education, including a syllabus for infant classes. (Morrison, 2009: p 215),

In Ghana the two-year kindergarten education programme is seen as part of the basic education sector. Nurseries and Day care centres provide schooling for children aged 2 to 4. Whilst crèches cater for children less than 2 years of age. Organisations which are service providers include the Department of Social Welfare, Ghana Education Service, Private Proprietors and Non-Governmental Organisations .(Senaman 2010 : pp 45).

Ghana was the first country to rectify the Convention on the Rights of the Child. The government of Ghana declared a commitment to examining the developmental needs of children as well as achieving Millennium Development Goals. In 2004 the National Early Childhood Care and Development policy was adopted. This policy framework was for government and other stakeholders with emphasis on survival, development and protection of children from birth to the age of eight (UNICEF, 2011).

UNICEF's collaboration with Ghana to improve and strengthen ECD programmes. The three main focus areas include:

1. Building capacity and support for the implementation of the national ECCD policy. The development of Skills of the regional and district-level ACD staff, in terms of advocacy, planning, was monitoring through provisions of training.
2. Enhancing K G education. Therefore Afram Plains in the Eastern region and Savelugu-Nanton in the Northern Region would have a quality K G models as a pilot project for implementation of ECCD Policy.
3. Promotion of ECD through healthy nutrition, water, sanitation and hygiene and child protection initiatives (UNICEF, 2011).

Before 2001, ECCD focussed mainly on the cognitive development of the child. Children attended Crèches, Day Care Centres, Nurseries and Kindergartens established by government as well as the private sector. These facilities would take care of children whilst their parents went out to work. With the Ministry of Women and Children Affairs taking responsibility for policy making a new approach to ECCD was formulated with comprehensive policies and programmes from birth till the age of 8. There had been a shift as to protecting the child's rights, adhering to the "Rights of the Child" to which Ghana is a signatory. Developing the child in totality all aspects cognitive, emotional, and social as well as the physical potential. This approach promotes and protects the right of the young child to survival, growth and development.

The following can be regarded as pertinent;

- Article 28 of 1992 Constitution, Government is mandated to ensure the Rights of the Child.
- The Children's Act (Act 560) in 1998 demonstrated Ghana's commitment to the promotion of the physical, mental and social wellbeing of the Ghanaian child.

These clauses in the constitution are an indication of Ghana as a sovereign nation, working at ensuring the survival and development of the child through the provision of ECCD services leading to the realization of a healthy nation.

The National People's Party (NPP) government came into power in 2001, and identified the weakness of Early Childhood Care development. This led to the creation of the Ministry of Women and Children Affairs. In order to support the survival, protection and development of children aged 0 – 8 within their early years in Ghana, guidance would be taken from this policy framework. This was for the benefit of Government and all stakeholders especially Sector Ministries, District Assemblies, and communities, families, civil society, including non-government organisations and the donor community.

Within a case study, which was carried out in Ghana, in collaboration with UNICEF and other partners in the country, the aim was to reinforce Early Childhood Development. Important areas of development that were focussed on included;

- d) Capacity building and support for implementation of the national ECCD policy.
- e) Enhancement of kindergarten education
- f) Promotion of ECD through health, nutrition, water, sanitation and hygiene, as well as child protective initiatives.

Enrolment figures had grown by 12% between 2005-2006, and have risen to 93% between 2009-2010. The current net enrolment rate stands at 63% (UNICEF, Ghana, 2010).

The increase in enrolment is attributed to policy changes. These included the incorporation of two years of kindergarten into the free and compulsory basic education systems. Capital grants were also provided which influenced the thoughts of families on sending their children to school. Many of the parents had become aware of the benefits of preparing children before their next phase of schooling. An important indicator was the importance of parents who could be actually involved in leadership. Giving their time and support at committee level was of uttermost importance in ensuring a successful operation.

Implementing strategies within Ghana:

- ❖ Creation of an appropriate environment for developing and implementing Early Childhood Care Development Programmes.
- ❖ Promoting Integrated Services.
- ❖ Encouraging establishment of Conventional and Non-Conventional ECD systems for all children.

- ❖ Building capacity for ECCD practitioners and institutions.
- ❖ Broadening parental participation in the implementation process.
- ❖ Providing quality ECCD programmes and services.
- ❖ Organizing regular research, monitoring and evaluation programmes to enhance all aspects of ECCD systems.
- ❖ Mobilizing resources for implementing ECCD programmes. The Government has committed to improve the quality of ECCD programmes, where the target is to have 100 percent of children between the ages 1 -8 by the year 2015. (Early Childhood Development Policy, 2010).

Institutions for teacher training are established, with a small number of teachers being formally trained. Provision is made for a degree in early childhood, and a diploma in basic education, focussing on early childhood. In addition, there is also an eight week in-service training programme which offers a certificate of participation. All of the above are training programmes to ensure that the children receive a holistic standard of education. (UNICEF, 2011).

Involvement of parents, guardians and community members in ECD programmes are important for two reasons. The parents and community develop knowledge and skills necessary for managing the school administratively. This also reduces the cost of running the programmes well as increasing the efficiency of the programme. Their interest, enthusiasm and involvement can translate to planning, monitoring and implementing initiatives which is necessary in order to sustain the programme.

Parents should have a good understanding as well as knowledge in terms of child development. This helps in ensuring that children develop well. Pre-and post natal care is very important in order for the baby to thrive. The first five years of being alive are critical in terms of development. During this stage the rate of development is at its highest. Research studies indicate that intervention during this stage is a great advantage as the brain grows up to eight percent during the first 4 years. Therefore children are advantaged if they are exposed to stimulating activities in order to develop to their fullest potential. (Dr Kisher Shrestha, 2002: pg 88).

In our world today the fabric of society is being stressed and stretched by rapidly advancing technology. Children face greater demands in a social environment that is less supportive than

in the past. Throughout much of the world the continuing industrial revolution has led to an urban-centred existence characterized by diminished family integrity and an indenting gap between the elite and disadvantaged. Coping with these changes is one of the most important challenges faced by humankind in the 21st century. (Nittaya J. Kotchabhakdi, MD 1999 Millennium Development Goals pp 145). The world therefore creates a means of fostering and ensuring that countries have the opportunity to participate in a manner which ensures the positive development of humankind.

2.8. SOUTH AFRICA'S ECD LEGISLATIVE FRAMEWORK

Within South Africa the implementation of ECD policy may be viewed as complex with different departments having various responsibilities which sometimes overlap. The three departments that are core to the provision of ECD are namely, Department of Social Services/Development, Education and Health, with the office of the Rights of Children in the Presidency, playing a monitoring role (UNICEF, 2005).

The principles of redress and equity enshrined in the White Paper on Education and Training (1995) and the Reconstruction and Development Program (RDP) suggest that Government act as the key agent for “levelling the playing fields.” This would greatly benefit the historically disadvantaged children which are in the majority within South Africa (Department of Education, 2001). The challenge is to establish in which way the playing fields are being levelled to increase access to ECD programmes for all children in general and poor children in particular. Thus the importance of implementation of quality programmes becomes a matter of urgency (UNICEF, 2005).

The South African definition of ECD encompasses the fact that survival, growth and development of children often takes place in extremely vulnerable and adverse circumstances. The Convention on the Right of the Child and the African Charter on the Right and the Welfare of the Child. The South Africa Constitution (Act 108 of 1996) includes the Bill of Rights, with policies and plans that are in place to ensure that the rights of children in Early Childhood Developmental stage are met (South African Child Gauge, 2007/2008)

The National Integrated Plan for ECD (2005-2010) provides a platform for community development workers to play a role in service delivery, targeting valuable children and those

living in poverty from birth to four years. This incorporates collaborations between government, NGO's, communities aimed at improving ECD provision in homes, ECD sites, women's prisons and orphanages (Biersteker & Dawes: 2012 pp.141).

2.9. POLICY IMPLEMENTATION (ECD IS SOUTH AFRICA)

The implementation of policy must translate to meet the goals and outcomes of the policy. This policy implementation namely ECD, Health and Social Services is underpinned by five important factors, namely:

1. Content: The content must be appropriate and implementable. Correct methodology to be used and goals must be achievable. Objectives must be attainable.
2. Context: Never are policies implemented in isolation. Factors to be taken in consideration (political, economic, social and technological environments) these being macro factors, Micro-environments (institutional culture, leadership and partnership). More may be achieved in terms of policy implementation in human interactions rather than hierarchical systems.
3. Commitment: There needs to be buy in from all relevant stakeholders. These may include the state, communities and other relevant players. They all need to reach a common goal. If there is lack of commitment, it leads to government's sphere's not being to meet their objectives.
4. Clients and Coalitions: Their identification and interest in policy is important. Another function is that of managing any negative aspects and to support particular policies.
5. Capacity: Relates to the structural and functional ability to policy implementation. Resources such as human resources, finance, information technology etc. must be considered. The non-tangibles will include elements such as leadership and partnership etc. The question arises as to what calibre of staff is needed. In answering these questions insights may be opened:
 - What skill sets are required?
 - What experience is needed and how can this be shared?
 - What long-term and short-term interventions need to be considered?
 - What support is needed?
 - What financial resources (with specific reference to infrastructure and equipment) will be needed to ensure successful implementation? (Ile, Eresia-Eke & Ile, 2012: p10-11).

2.10. RATIONALE FOR ECD IN SOUTH AFRICA

With the demise of apartheid in 1994, South Africa enacted the new constitution, which would promote greater freedom by giving a voice to the people and providing a basis for accountability. The country could now hold free and fair multi-party elections and decentralize power, thus creating conditions for more influence of power in the decision-making process. The constitution also promotes human rights, rule of law, multiracialism and diversity, gender equity and poverty alleviation. There are significant disparities in terms of poverty across provinces, with the Gini coefficient at 0.7.

South Africa is ranked 119th out of 177 countries, with a Gini coefficient of 59.3 (the Gini coefficient is a commonly used to measure of how evenly or unevenly income is distributed within a nation). The poorest 20 percent of South Africans have access to only 2 percent of income (The United Nations Development report: 2004).

Therefore making ECD a luxury rather than a necessity. In order to facilitate Government's ECD plan, early childhood development must be made more affordable.

ECD policy from the Department of Education stressed the importance of the continuity between home and preschool. Parent involvement is very important and can be seen in the composition requirement of a school body.

The policy towards families and ECD contain a range of strategies to prevent children becoming at risk. These include the Revised National Curriculum to support learning by the use of local content and building on a child's own experiences. New ECD programmes include the ECD Integrated Plan with a focus on parent education, in addition the Expanded Public Works Program which also includes the training of parents (Biersterker & Kvalsig, 2007: pp 1200).

ECD in the 1970's was promoted by the Early Learning Resource Unit (ELRU), a contextually appropriate curricular for children in the resource poor communities, emphasising an inclusive anti-bias approach. This organisation provides for babies and 3 – 6 year olds, and offered nationally recognised training for practitioners in an extensive

community of ECD centres as well as grade R classes in public school (Biersterker & Kvalsig, 2007: pp 1223).

Against this background, the South African government needs to further prioritize ECD and budget for this sector accordingly. The government planning does have a strong focus on improving ECD quality, and this would include civil society as well as NGO and other ECD stakeholders. Government will have to engage with the relevant stakeholders, as it has a commitment to the children of South Africa.

2.11. FUNCTIONS OF ECD'S IN SOUTH AFRICA

The below functions can be deemed as very important for ECD's

- Manage the development, evaluation and maintenance of policy, programmes and systems for early childhood development in reception years.
- Develop, evaluate and maintain an accreditation system for providers and trainers.
- Develop and maintain policy concerning programmes, qualifications and assessment for early childhood development.
- Render support to qualifications and quality assurance authorities concerning early childhood development. (Education.gov.za, 2014)

Educator qualifications are based on ECD unit standards from level 1 and 4. The Integrated Development Plan makes specific provisions for ECD services per province. The ECD centres need to be registered with Departments of Health, Education and Social Services.

Access to subsidies from the Departments of Social Development and Education would give an indication of the financial sustainability of services, with state subsidies being a key creating sustainability (Biersterkter. 2007: p 188).

The quality of provision differs considerably, with rural and informal settlements being predictably worse, for the following reasons;

A large proportion of children under the age of four live in poverty. Data from the General Household Survey 2006 indicates that 68 percent of children between the ages of 0 – 18 in South Africa, live below the poverty line.

Linda Biersteker points out that government has identified ECD as a national priority. She argues that for ECD to be a priority amongst people the key focus of policies and programmes

must be translated in all sectors at national, provincial, district, as well as local levels. Other areas that shall also be affected being safety and security, housing, water and sanitation, social protection, poverty alleviation projects, employment and capacity building plans, access to information. She finds that there is a great commitment to young children at a policy level, with the highest support at cabinet level. The translation of policies and plans into practical implementation for young children face the challenge of poverty as well as H.I.V., whilst much energy has gone into developing legal as well as policy frameworks (Biersteker, 2008: pp 225).

With the advent of democracy it became increasingly evident that ECD was not only about crèches and pre-schools, but also included the introducing of free primary healthcare for young children and pregnant women. This was further supplemented by, a nutritional health programme and the child support grant, which has been expanded. (Swift, 2008: p.142)

2.12. THE IMPORTANCE OF PROMOTING ECD IN SOUTH AFRICA

Researchers Atmore, Van Niekerk and Ashley-Cooper (2012), reported that 59.2% or approximately 3.8million children, have been identified as living in dire poverty. Many children live beneath the poverty line, approximately 16% of children live in households where child hunger is present (ibid) South Africa also has a large HIV positive population, with approximately 438,000 children under the age of 15 being HIV positive. These children are unlikely to gain access to anti-retroviral treatment.

According to the General household Survey of 2011, 69% of children between the ages of 0-4 are exposed to ECD in the Western Cape. Only a third of these children have attended formal centre based learning. Two thirds of children come from mostly the informal settlements with no form of ECD prior to enrolment at Grade R level (General household Survey 2011).

The “Education for All” program, incorporated a country plan for 2002 to 2015, and indicates the progress South Africa has made in achieving the Dakar goals agreed whom at the World Education Forum in 2000. The report describes the history of Education provision. What was established at the time, is a process of plans to evaluate progress for achieving, equity access, quality democracy and efficiency in each of the Dakar goals.

Emphasis was put on working towards achievement of the country's national development goals, and resulting in a higher quality of education which is provided at the basic, secondary and higher education.

These objectives were to be achieved by curriculum development, better completion rates, and teacher development values in classroom, reducing the barrier to performance, and eliminating discrimination. Other objectives included, as well as better poverty targeting of service delivery should improve the quality of education. (Department of Basic Education 2013).

2.13. CURRENT TRENDS IN ECD

A major focus in ECD provisioning has been a grade R, which is offered in both public schools and registered community ECD centres. This responsibility is that of Department of Basic Education. (Dawes, Biersteker & Hendricks, 2012, pp. 54)

A Western Cape study revealed that fees were related to quality – the more qualified the ECD practices were, the greater the fees. One of the largest public investments in ECD is the reception year of schooling. Grade R is phased in for five year olds to support the transition to formal learning with a target of universal access by 2014. (Dawes, Biersteker & Hendricks, 2012, pp. 53)

In conclusion, while these models have offered various positive initiatives, they have promoted underlying hegemonic aspects of ECD. This hegemony however fails to take into account cultural differences and relevance. Flowing from developing nations critiques have been lodged against these dominant ideologies of child development. One such example comes from India in terms of child development having unequivocally gaining global acceptance, therefore being difficult to challenge or reject this notion unless it can be done through scientific research. As per (Viruru: pp 8) Another example is from philosopher Jean Rousseau.

Rousseau's ideas on education are positioned in the idea of "negative education", which is a form of "child centred" education. His main idea is that education as far as possible should be carried out in harmony with the development of the child's natural capabilities by a process of

discovering on their own. This contradicts the model of education where the teacher figure is that of authority and imports knowledge and skills, prescribed by a predetermined curriculum. Much emphasis is placed on a natural goodness through various development stages. Rousseau's crucial concern is to avoid creating the norm of domination and subordination. He believed in fostering the use of the child's own bodily powers and therefore encourages children to be left to be as free as possible. This is almost in direct contrast to the system that is currently being implemented in South Africa.

2.14. FISANTEKRAAL, NORTHERN SUB DISTRICT

This will be the research area of focus, and due cognisance needs to be taken of the fact that Fisantekraal is a low income area, adjacent to Durbanville which is affluent.

In the 2011 census, the population of Fisantekraal was 12 369 with 3 711 households and characterised by the following:

- 17% of those 20 years and older has completed matric;
- 73% participate in the labour force;
- 73% of households have a monthly income of R3 200 or less.

2.15. NGO CONTRIBUTION TOWARDS ECD'S IN FISANTEKRAAL

An overview of two NGO's which have contributed towards the upliftment of young children in Fisantekraal. A group of Durbanville women who wanted to actively support crèches on a voluntary basis, embarked on the Fisantekraal crèche support which started up in 2006. This cause was selected as a beneficiary of the "Want ons kan/ Cause we can" program. This was a concert supported by artists Pedro Kruger, Jolette Odendaal, Christo and Cobus Snyman and Nic Stevens with the children of the Fisantekraal crèche.

Linda Oosthuysen of the Fisantekraal Crèche Support reports that in 2006 there were 12 crèche's and only one of these was registered with the relevant departments. To date there are 18 crèches which provide an ECD facility to 450 children of which 13 are registered. Registration has positive effects as it ensures that crèches adhere to certain standards, such as educational, health and social aspects of the child.

The Department of Social Development is contributing towards ensuring that communities have the necessary capacity to implement Government Policy and to ensure that the ECD facilities are in line with legislation. An Early Childhood Development Centre (Crèche) Daycare centres, pre-Schools are facilities which promote learning and support appropriate to the child's development age and stage. Funding and assistance with setting up a ECD site is available

Organisations that are running ECD Centres in the community for children between the ages 0-6 years have to adhere to the following for registration application.

- A weekly menu and daily programme
- A building plan/ hand drawn sketches of building
- A copy of the constitution, signed and dated (for funding purposes)
- Service/ Business plan (for application for funding purposes)
- Financial report of the past year (for funding purposes)
- Contract with the owner of the building (for funding purposes)
- Undergo assessment from the health Authority on structural and health requirements.

The above funding criteria are applicable to all provinces. (Department of Social Development: Annual report 2012/2013).

“Won Life” is a registered non-profit organisation (NPO) also working in the community of Fisantekraal. They have been working in the community since 2002 delivering services in the area of health and education. This organisation believes that the future of the country is largely determined by the quality of education which our children receive. With a good education, children have the opportunity to break the cycle of poverty.

The Won Life Early Learning Centre started as a basic day care facility. Many young children who did not attend crèche would gather at the Fisantekraal Clinic, which was the first of Won Life's projects. In 2005, they employed ladies from Fisantekraal to look after these children and provide them with basic care at the clinic. They quickly realised that there was a need for more formalised Grade R education in the community as there was none. This led to the building of our current school. In 2007 they managed to register as an independent Grade R preschool with the Western Cape Department of Education and they continue to enjoy a wonderful working relationship with them. They now boast a very successful, well run facility providing an excellent standard of education to 120 children each year.

The core purpose of the Won Life Early Learning Centre is great Grade R education. Our programme is first and foremost an excellent academic facility. They provide a unique service to a community that would otherwise have no access to Grade R education.

The preschool is however, far more than just an institution following a basic curriculum. It aims to supply a holistic education providing stimulation and enrichment to children in every sphere of their lives (Winning lives, 2014).

2.16. CONCEPTUAL FRAMEWORK

In theorising the implementation of the ECD policy in South Africa, one would need to consider the centrality of the child as well as the structures that support and uphold the optimal functioning of the child, as prescribed by the implementation of government's policies, which can enable children to thrive. Two theories speak to this aim, one Bronfenbrenner's, Ecological Systems Theory and two Stakeholders' Theory. Below follows a conceptual outline of these theoretical positions, as well as how they apply to the study.

The history of ECCD and day-care, nurseries and kindergartens dates back to the 19th century mostly in Europe, America and other parts of the world. These facilities were mainly for care and educational purposes. (Kamerman 2006, cited in Aruldoss 2010, pp.7). The US drew inspiration from the British Infant School movement. This system was used as an intervention to combat crime and poverty in the cities. There was an assumption "that these poor young children be removed from the streets" and be placed in a setting where they could receive proper middle class guidance and values. (Vinovskis 1996 p103, cited in Aruldoss, 2010, pp.7).

The family has the most influence on the child's development. (UNICEF, 2007). It is the family members that provide the environmental stimuli. Other important influences are social and economic resources. Social resources are: parenting skills, level of education of the parents, cultural practises, inter-family relations and status of the family's health.

The economic resources include wealth, occupational status and dwelling conditions. These factors play a key role in determining the growth and wellbeing of the child (World Health Organisations Report, 2011, p21).

According to psychologist Bronfenbrenner, (1986 cited in Dawes and Donald, 2000, pp 9). It is reiterated that during the preschool period a child's primary influence is the home. This is a sensitive period for emotional development, trust, the importance of cognitive and intellectual growth. What the young child needs at this stage is a reasonably consistent, predictable environment. This should be coupled with responsive caregivers in order to foster self-regulation. The majority of South Africans do not experience the promotion of these positive developmental characteristics, as a result of their poor social economic status.

Cultural practises provide a way through which children learn what is natural and moral and include activities that are normally part of the group's identity for example the different feast and ceremonies, which are conducted for different celebrations as well as rituals. Cultural practises embody activities that people do not even think about - it's a way of life. (Cole 1997, cited in Dawes and Donald, 2000, pp16). These may provide stability in the ECD stage. The Southern African region embraces many cultural communities and includes religions, indigenous, class and racial identities amongst others.

When cultural practises are a way of life and taken for granted it is not easy to change them. Disruptions can result in distress and resistance. The new practices or interventions may be deemed as too radical to change deeply embedded, existing ways of behaving and understanding the world. (Gilbert, 1997 cited in Van de Merwe: 2000 pp 17).

It has been noted by Gilbert (1997 cited in Donald and Dawes: 2000 pp 18), that the introduction of unfamiliar practises is more likely to succeed if there is a common understanding between the bearer of the new ideas and the recipients.

Within communities interventions need to be clear, in terms of the area of development they are designed to change. In poorly resourced environments, improving the lives of the children may often require improving the situation of those who have direct relations with the child. Improving the quality of the neighbourhood facilities to which the family has access to promote development. This may include the establishment of institutions that support child development e.g. parks, crèches and ECD centres. Provision of sports facilities for adults and children could provide for more constructive activities. Public Forums in the community develops a way to protect the families from criminal and gangs as well as unsavoury subcultures that communities thrive.

The present state of economics has created instability and unpredictability within family life. This can be viewed as the most destructive force to children's development according to Bronfenbrenner. It has also been argued that if there is a breakdown in the primary relationship, the child may not explore other parts of his/her environment. Children then begin to look for affirmation and attention in inappropriate places. (Addison, 1992 pp 16-20).

Bronfenbrenner believes that if the primary relationship is fostered by a person who is close to the child, they will have an influence on the child. Therefore schools and teachers fulfil an important secondary role, but cannot replace the complexity of interaction that can be provided by the parents. He urges the Educational Community has a primary role to attempt to highlight the denial of this real issue. The problem that society is facing is caused by conflict between workplace and family life. Bronfenbrenner's ideal is to create public policy that bridges the work/family divide. (Henderson, 1995 pp 16-19).

The Ecological Systems theory takes into consideration the child's development in the context of the relationships that are formed within the child's environment. Bronfenbrenner's theory defines complex "layers" of environment, each having an effect on a child's development. This theory has been recently renamed "bio-ecological systems theory" to emphasize that a child's own biology, his/her nuclear family, the community environment as well as the societal norms contribute and steer the child's development.

Nature verses nurture modern child development theories agree that both the child's biology and his environment are important in child development. Ecological systems theory states that as a child develops, their interactions within the different environments that they are exposed to become more complete e.g. their caregiver, church, school, park etc. This is a result of the child's physical and cognitive systems that grow and mature. Therefore the world that the child is surrounded by either assists or hinders the child continued development. He highlights the fact that technology has changed our society, effects are made to protect the physical environment, and however no resources are provided to protect the societal environment. The economies have shifted from an industrial to a technological model. Family life has fallen by the wayside and replaced by the needs of the workplace. The workplace demands more time and more women who are the primary caregivers of the child are too subjected to the same demands thus compromising family life (Henderson: 1995, pp 16). He states "It is in the best interest of our entire society to lobby for political and economic policies that support the importance of the parents' role in their children's development (Henderson 1995, pp19).

2.17. STAKEHOLDER THEORY

Stakeholder's theory allows the examination of the representation of stakeholders within the ECD community.

The elections of April 1994 marked the formal end of apartheid rule and a change from authoritarian to democratic rule in South Africa. The new constitution was committed to representative and participatory democracy, accountability, transparency as well as public involvement. A new school governance structure emerged based on citizen participation, partnerships between state, parents, school staff and communities. The basic functions being that of determining the schools admissions policy as well as the language policy, teaching and non-teaching appointments, managing finance, determining school fees and conducting fundraising. Implementation was met with challenges of needing to integrate the historically decentralized system, improving its efficiency and readdressing the imbalances of apartheid. Two important elements within school governance namely, participation and representation. The school governing role needs to be clearly defined and understood as being on the SGB means helping to ensure that the school is operational and runs properly.

Within the representation stakeholders consists of parents, and school staff who affect, and are affected by the goals, policies, practises, actions and decisions of the school. The School Governing Body, represents the school community as a whole. It may be said that the homogeneous community which is expressed in school studies could denies the complex issues, such as the diversity of school communities in South Africa cover the demographics of race, culture, language, socio-economic status, religion, gender, sexual orientation and location (urban and rural).

Some stakeholder groups are not homogeneous the interest of the poor within the group are often articulated and defined for them by the middleclass representative. The Principals as stakeholders felt that the SGB represents "their constituency" and SGB was there to support the school. (Lewis and Naidoo: 2004 pp 84) They argue that there is an assumption that there always exists the idea of common good involving shared common interests and agreements on principles and policies. This is problematic for three reasons:

1. Common good may serve to exclude;
2. May reflect the interest and perspectives of the historically dominant groups;
3. The less privileged may be asked to put aside their identity, experience and goals for the sake of common good.

Stakeholder theory is beneficial as the school can be integrated within the local community and can create a network (Caldwell et al, 2008 pp 110).

The school is required to improve the quality of services in order to respond to the community needs. School governance looks to school effectiveness and school improvement.

In conclusion the above mentioned theories allow one to make a critical comparison of ECD initiatives. Having examined both the empirical work as well as the theoretical issues, a discussion of the methodology utilized will follow.



CHAPTER THREE: RESEARCH METHODOLOGY

3.1. INTRODUCTION TO RESEARCH METHODOLOGY

These qualitative and exploratory research methods are necessary when describing the subjective experiences of principals and parents in Fisantekraal. Moreover, attention is paid to various ethical considerations for the present research study (Machin, 2009 pp 59).

Augusta Comte (1798 – 1857) proposed that the social world can be studied like the natural world. This belief is the foundation of a school of thought known as “positivism”. The beliefs and practices would normally include:

- The methods of the natural science are appropriate for the study of social phenomenon;
- Only the phenomena which is observed may be counted as knowledge;
- Knowledge is developed inductively through a collection of verified facts;
- Within the scientific method hypotheses are gained deductively from scientific thesis to be tested empirically;
- Observations are the final arbiter in theoretical disputes;
- Facts and values are distinct, thus making it impossible to conduct objective enquiry.
- The reflexive approach to research findings and this approach is encouraged when research participants tell their own story.

This chapter gives a presentation of the design and the methodology used in the study, followed by a description of the design, then an overview of the process. Highlighted are the procedures used in designing the negotiation for the entry into the community, ethical considerations and the pretesting process. Lastly this chapter gives a presentation of sampling and sample size data collection, and the methods that were used. Any challenges that were encountered in conducting the study are also highlighted.

3.2. RESEARCH DESIGN

Qualitative research involves the study of social phenomena (Marshall & Rossman, 2011, pp 176).

It is generally accepted that no significant scientific research can exist in isolation. The social scientist in contrast to the natural scientist, usually uses every day for their general concepts and constructs. This usually occurs when the researcher deals with situation or problems which affect the researcher personally (Mouton J, 1996, p191).

An important aspect that also needs to be taken into consideration is the fact that humans are rational, historical and normative beings. Therefore human behaviour may be viewed as neither static nor predetermined, and behavioural patterns are likely to vary over time. In the consideration of a methodological design cognisance needs to be taken of the fact that individuals are unique beings, each with their own set of values, preferences, norms, wishes, desires, unique convictions and ideals. The relationship of the researcher with participants can be viewed as a stranger or outsider or an intruder. (Mouton J & Maris H C, 1996, p82).

In the case of this research a relationship needed to be established in the pretesting of the questionnaire. The importance of pretesting cannot be understated. Pretesting ideally is conducted with respondents selected from the target population. In this way issues may be revealed in going through the questionnaire with participants, and any other problems that may arise in the interviewing process of the focus group/questionnaires. (Marsden & Wright, 2010, p583).

A research purpose and research question is the recommended place to begin to develop a research design. This will provide vital clues about the subject that the research aims to assess. (Saunders, Lewis and Thornhill 2009. pp.72. cited in Creswell) There are three ideal conditions for conducting a case study), and includes the following;

1. The asking of the research question why or how.
2. No control is to be placed on the participants in terms of their behaviour.
3. The case study is a contemporary event as opposed to a historical one.

The above results in focusing on the end product, which is one of the elements of the research design.

Individual researchers have the freedom of choice. They are “free” to choose the methods, techniques and procedures that best meet their needs and purposes (Creswell, 2003: p11).

3.3. RESEARCH METHODOLOGY

It is the researcher’s contention that the research aims will be best achieved by adopting both inductive and deductive reasoning. A qualitative strategy will best suit the study in that it will identify how people perceive and interpret their experiences in their natural setting, and therefore also provide answers to the research questions.

The focus group methodology is being used as one of the methods in collecting data. This is a cost effective manner of bringing likeminded people together within a forum of questioning, and the cross checking of individual opinions. (Silverman, 2004 p.177.)

This study will also be using a focus group, whereby an informal group discussion will be conducted, based on a series of questions. The researcher will serve as the “facilitator” for the group, posing the questions and keeping the discussion flowing. It is important that all group members participate fully. Before speaking, each participant will have to identify the ECD centre which they represent. In this way there will be clarity for the data analysis process. The focus group proceedings will be audio recorded with accompanying field notes. This type of research may result in unexpected insights, due to the spontaneity of the process. These may not have arisen in the context of individual interviews. In ensuring relativity, participants are welcome to add any other questions which they deem relevant to the focus group.

The interaction between participants is also useful as creative thinking as well as solutions and strategies are required.

3.4. SAMPLING

According to Chris Rouche (2005, pp 50), there is rarely the time or the money to talk to, or contact everyone in given community, organisation and networks. When sampling from a larger population therefore, non-random sampling is undertaken in order to identify specific organisations about which more information is needed. Clarity is crucial about the purpose of

the study, as this will determine the population under study. In this study sampling will be conducted by the use of questionnaire for head of a focus group for parents and heads of ECD's.

3.5. SAMPLE DESIGN

There are different types of sample designs that can be used. This will be determined by the purpose of the study. The researcher has conducted a non-random sampling method. A quota sample based on information about the population, a quota of people within ECD has been selected for a focus group. A matched sample as the participants will be selected from the same community in order to compare their perceptions as to the implementation of ECD policy in their district.

During purposive sampling, the participants are chosen as they have particular features which result in detailed exploration and understanding of the investigation which the researcher is studying. Mason, 2002; Palton, 2002 cited in Richie (2003) pp 118-300), use this approach of the collection of data in a natural setting sensitive to the people as well as the place under study. The data analysis is both inductive and deductive and establishes patterns or themes. The final written report or presentation includes the voices of participants, the reflexivity of the researcher, a complex description and interpretation of the problem. This contributes towards literature or a call for change.

When we are involved in a particular area in our lives, we would learn the language, if we are going to need to express ourselves in that particular discourse.

Sampling is motivated by the question as to who will be generalized. Within social science the group which is being generalized is often called the population in the study. The list of the accessible population from which the sample is drawn is known as the sampling frame. The sample is the group of people which have been selected for the study (Richie, 2003: pp 118-300).

3.6. QUATITATIVE SAMPLING

Choosing a study sample is an important step in any research project, because it is not practical, efficient or ethical to study the whole population. All qualitative research samples

are drawn from a representative sample within the population in which the research study is being conducted. The selection of the appropriate method depends upon the aim of the study.

3.7. SAMPLE SIZE

An appropriate sample size for a qualitative study is one that adequately answers the research questions. The size of the sample is determined by the optimum number necessary to enable valid inferences to be made about the population. Sampling size may be determined in proportion to the square root of the sample size. The optimum sample size depends upon the parameters of the case under study (Oxford University Press 1996).

3.8. PROFILE OF PARTICIPANTS FOR THE RESEACH STUDY

As the primary focus of the study of the investigation into the implementation of Early Childhood Development policy in the Fisantekraal northern sub district, the population of interest describes a group of principals who operate home based ECDs. These participants being females with ages ranging between 30- 50 years. All participants reside in the Fisantekraal Northern Sub District, this considered to be a sub – economic area, as indicated in the Chapter 2 the sample consisted of 7 females who completed the questionnaire (Bablie, 2013: pp 65).

The participants in the study will be principals operating an ECD facility in the Fisantekraal District. The ECD needs to be registered with the regulatory bodies namely Department of Education, Health and Social Services. Teachers should be in possession of a relevant, recognised qualification, or be involved in a teacher training programme. A small group may provide a good balance between the group and the individual context. Presently, the eighteen principals/head of school in the area, meet once a month and have a forum. It is at this gathering that challenges and solutions are formulated. Ten of the persons from the forum, agreed to complete the questionnaire for the research project.

3.9. NEGOTIATING FOR ENTRY INTO COMMUNITY

Before pre-testing was conducted, the researcher requested a discussion with the chairperson of the ECD forum in the Fisantekraal District. The researcher was invited to an ECD Principals Forum Meeting where she described the background of the study and how the

study would be conducted. The participants were briefed and given information as to what their participation entailed and how the study was a learning process, and could inform different concerned government departments as to ECD implementation.

The consent and questionnaires were handed out to the participants who agreed to participate in the study. Discussion around the process of a focus group resulted in the chairperson agreeing to facilitate the process and provide the venue. The group also agreed to adhere to the guidelines stipulated by the University, the questionnaires and focus group date was set.

3.10. ETHICAL CONSIDERATION

The researcher assured the participants that the information gathered and shared during the discussions would be used solely for this study and no other publications.

- The research will be worthwhile and should not make unreasonable demands on participants.
- The participation in the research is based on informed consent.
- The participation should be voluntary and free from coercion or pressure.
- Confidentiality and anonymity will be respected. Relativism as an approach is well suited to this study. As moral rights and wrongs are not applied, instead recognising and analysing the ethical aspect of every situation. This is based on the approach of searching for favourable solutions for each individual context.

In order for the current research to be completed, permission from the University of Western Cape's ethics committee was obtained.

3.11. QUALITATIVE RESEARCH

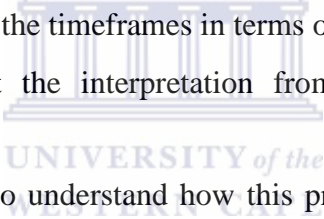
Dawn, Snape and Spencer (2003, pp 25 cited in Creswell) indicate that an important aspect is striving to be as objective and neutral as possible in the collection, interpretation and presentation of qualitative data. Researchers ensure that particular care is exercised in the way in which data is collected. This is conducted in a manner so as to not influence the views of the participants in the way in which they answer the questionnaire or within the focus group. Reflexivity assures a position for objectivity and neutrality. It is important to reflect on ways in which a bias may enter into the qualitative research practice. Cognisance must be taken into

the fact that our own backgrounds and beliefs may come into the equation. It is important for the researcher to provide as much information as possible so that the investigation can be securitised objectively. The appropriate research method is in line with the research questions.

Creswell sums up Qualitative Research, and asserts that qualitative researchers use this approach of data collection in a natural setting, sensitive to the people and the area of study. The data analysis will establish patterns and themes. The final written report includes the voices of the participants, the reflexivity of the researcher, a complex description and interpretation of the problem. This research contributes towards the literature in this area of study and may also provide a platform of change to take place within this discourse.

3.12. LIMITATIONS OF THE STUDY

The researcher would like to highlight the following limitations that might have had an impact on the study;

- 
- Participants not honouring the timeframes in terms of questionnaire collection.
 - The need to ensure that the interpretation from English to Afrikaans is fully understood.
 - Participants do not seem to understand how this process is going to benefit them in their circumstances.
 - The focus group discussion was postponed on three occasions.
 - This community has had disappointments in the past, relating to promises being made and not being upheld, therefore a possible mistrust in the researcher.
 - The ECD principals seem to rely on the current volunteer's for guidance and find it difficult to use their own discretion, in some instances.

The researcher will mitigate the above, using a more participatory approach where every one of the principals will be given the time and space to express their opinion.

This will be implemented through a process of visiting the ECD's during afternoon nap time, and thus also building a relationship of trust within their comfort zones.

3.13. RESEACHER

- The researcher is female
- In early 50s
- Early childhood development training obtained at nursery school
Training college
- Montessori Pre-school training, London Montessori Centre
- Undergraduate studies, BA, University of the Western Cape
- Post graduate studies, current, MPA, University of the Western Cape

3.14. REFLEXIVITY

The researcher as a preschool principal engaged with the research process and participants and found it difficult to avoid personal bias. The relationship between the researcher and the participants increased (King and Horrocks, 2010, pp 25). The researcher experienced activism within herself in light of the challenge that was being faced by the ECD community, of Fisantekraal.

The participants were made aware as to why the research was being conducted. The researcher in particular has a great interest in ECD and the current trends, which confront Early Childhood Development.

Moreover, it is crucial for the researcher to ensure subjectivities and expectations do not influence the outcomes of the research. The researcher kept a journal throughout the procedure in order to be aware of the research relationship to the participants, as well as the research topic.

3.15. TRUSTWORTHINESS

Credibility refers to the confidence that the researcher can have in the findings. Data collection can be time consuming, however the researched cannot afford to rush through interviews or skirt around issues. The part of the narrative that has been noted is from emerging themes, which found their way into the results chapter (Shenton, 2004, pp 65).

Transferability: Since the findings of a qualitative research project are specific to a small number of participants in this research, this may be an example within a broader group and as a result the prospect of transferability should not be immediately rejected (Shenton, 2004 pp 73).

Dependability/conformability: This refers to the researcher agrees overall with the analysis. The study needs to be sound in respect to the findings and conclusions (Shenton, 2004 pp 75).

3.16. SAMPLING

Sampling the participants were selected from the Fisantekraal principals ECD forum. The participants were approached at a principal's forum meeting and background to the research study was presented to them face to face. Only ECD principals who had achieved registration of their ECD were visited to participate in the study. Out of 10 registered ECD's 7 complete the demographic questionnaire.

30% of the participants did not participate, as they were feeling very unhappy and despondent, because of a new ECD centre was being built in the area, within close proximity to their crèches. The new centre would cater for 120 children aged 2 – 5. There was a sense of urgency to work on a plan of action, to prevent the building going forth.

3.17. DATA COLLECTION METHODS

The data was collected at the workplace of the chairperson of the Fisantekraal ECD forum. The focus group discussion also took place, at the above mentioned venue.

CHAPTER FOUR: DATA PRESENTATION AND ANALYSIS

4.1. INTRODUCTION

The previous chapter emphasised on the research methodology and the various methods of data collection. The results are presented and discussed in a manner based on the sub-topics identified in accordance with the questionnaire, fieldwork and focus group. This chapter will focus basically on the outcome of the questionnaires, the field work as well as the focus group.

The main objectives of this research study will provide the framework and discussion of these research findings. The objective of this work will be guided by the themes of this study. The objectives are as follows:

- (1) To development a legislative and conceptual frameworks to underpin the study.
- (2) To examine the implementation of ECD policy in Fisantekraal Northern Sub District.
- (3) Identify the challenges and opportunities from primary data and draw conclusions
- (4) Make recommendations.

The theme of this research work includes the respondent background information, scope of early childhood development and the registration process, the stakeholder's engagement, children admission process and procedures, the socio economic issues and teachers training and development.

4.2. OVERVIEW OF FISANTEKRAAL

Fisantekraal is a populated district placed in the City of Cape Town Metropolitan Municipality in the Western Cape Province of South Africa. It is located 8 kilometres North East of Durbanville and about 30 kilometres, North East of Central Cape Town. It has a population of 12 360 people, governance ward 105, under Councillor Justin Adriaan Basson. The planning and development began in 1996 after homeless people occupied farm land during the 1990's. Construction of houses began 1999 and 1600 houses were completed, the number of houses that were built were four less than the people applying to be housed. It is estimated that there are over 2000 informal residences (shacks) some in the backyard of formal houses and others in informal settlements on the edges of the community (Mercy aids, 2014). In 2011 the population of 2011 Census suburb Fisantekraal was 12 369 and the number

of households was 3 711. The average household size was 3.33. A household is defined as a group of persons who live together, and provide themselves jointly with food or other essentials for living, or a single person who lives alone (Statistics South Africa). The population and household numbers above are to be used and quoted as the official numbers for this 2011 Census suburb for 2011 (City of Cape Town, 2013).

TABLE 1 – Demographic Profile

Fisantekraal Population	Male		Female		Total	
	Num	%	Num	%	Num	%
Black African	3 324	26.9%	3 041	24.6%	6 365	51.5%
Coloured	2 756	22.3%	3 044	24.6%	5 800	46.9%
Asian	22	0.2%	20	0.2%	42	0.3%
White	38	0.3%	22	0.2%	60	0.5%
Other	80	0.6%	23	0.2%	103	0.8%
Total	6 220	50.3%	6 150	49.7%	12 370	100.0%

Table 1 indicates the number of persons in the different race groups. From the research findings it could be noted that the coloured women were in the foreground of ECD centres being registered.

TABLE 2 – Fisantekraal Age

Fisantekraal Age	Black African		Coloured		Asian		White		Other		Total	
	Num	%	Num	%	Num	%	Num	%	Num	%	Num	%
0 to 4 years	769	12.1%	694	12.0%	2	4.9%	6	9.8%	8	7.8%	1 479	12.0%
5 to 14 years	1 037	16.3%	1 216	21.0%	6	14.6%	5	8.2%	3	2.9%	2 267	18.3%
15 to 24 years	1 489	23.4%	1 052	18.1%	10	24.4%	13	21.3%	32	31.1%	2 596	21.0%
25 to 64 years	3 001	47.1%	2 724	47.0%	23	56.1%	36	59.0%	60	58.3%	5 844	47.2%
65 years and older	70	1.1%	115	2.0%	0	0.0%	1	1.6%	0	0.0%	186	1.5%
Total	6 366	100.0%	5 801	100.0%	41	100.0%	61	100.0%	103	100.0%	12 372	100.0%

Table 2- indicates a significant number of children, under the age of 5, that would benefit from ECD.

TABLE 3 – Economic Profile

Fisantekraal Labour Force Indicators	Black African	Coloured	Asian	White	Other	Total
Population aged 15 to 64 years	4 488	3 777	36	45	90	8 436
Labour Force	3 210	2 691	21	30	66	6 018
Employed	2 160	2 109	18	27	63	4 377
Unemployed	1 050	582	3	3	3	1 641
Not Economically Active	1 278	1 086	15	15	24	2 418
Discouraged Work-seekers	63	30	0	0	6	99
Other not economically active	1 215	1 056	15	15	18	2 319
Rates %						
Unemployment rate	32.71%	21.63%	14.29%	10.00%	4.55%	27.27%
Labour absorption rate	48.13%	55.84%	50.00%	60.00%	70.00%	51.88%
Labour Force participation rate	71.52%	71.25%	58.33%	66.67%	73.33%	71.34%

Table 3 –outlines the socio economic status of the community, therefore the school fees are R300 per child from 7.am until 6.pm.

TABLE 4**Respondent Background Information**

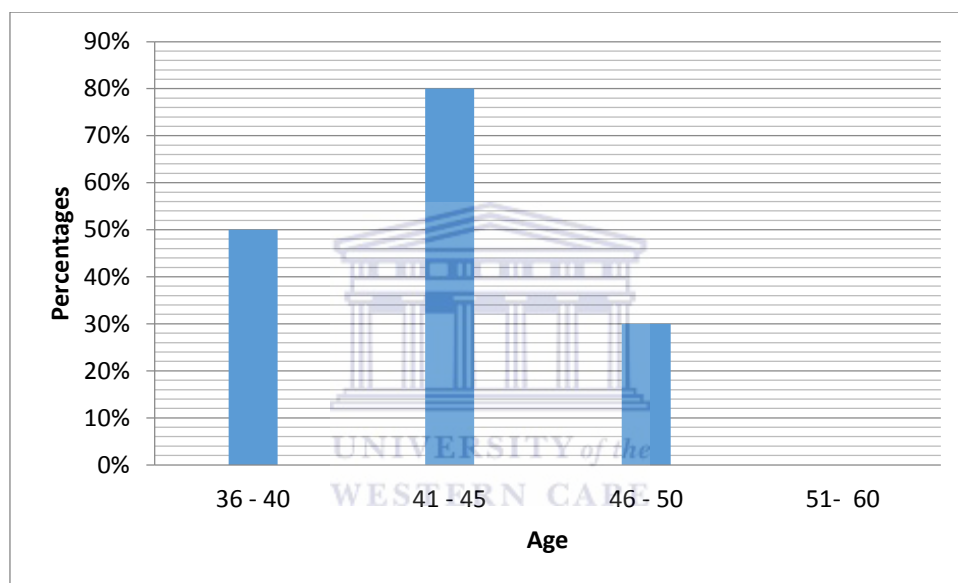
Fisantekraal Type of Dwelling	Black African		Coloured		Asian		White		Other		Total	
	Num	%	Num	%	Num	%	Num	%	Num	%	Num	%
Formal Dwelling	601	27.2%	942	65.8%	4	36.4%	14	93.3%	22	55.0%	1 583	42.7%
Informal dwelling / shack in backyard	406	18.3%	384	26.8%	2	18.2%	0	0.0%	12	30.0%	804	21.7%
Informal dwelling / shack NOT in backyard	1 152	52.1%	72	5.0%	3	27.3%	0	0.0%	2	5.0%	1 229	33.1%
Other	54	2.4%	34	2.4%	2	18.2%	1	6.7%	4	10.0%	95	2.6%
Total	2 213	100.0%	1 432	100.0%	11	100.0%	15	100.0%	40	100.0%	3 711	100.0%

This research work made use of the focus group and questionnaire. The researcher made use of four focus groups who participated in this research work. These residents are all residents of Fisantekraal and are drawn from the population which involves parents, teachers, principals and Non-Governmental Organizations (NGO's) mainly from Durbanville. The following subsections will look at age, gender, level of education and the experience of the ECD teachers

4.2.1. Age

According to the findings, the total number of respondent who were between the age bracket of 36–40 years were 50%, whilst 80% of the respondents were in between ages of 41 – 40 years. 30% of the respondents fall in between age 46-50 years. The results above indicated that the early childhood teachers, the respondents are in their productive age. This is illustrated in figure 1 below.

Figure 1. Age Bracket of Respondents



4.2.2. Gender

The occupation in the ECD Centres is mostly dominated by females. This could be attributed to the fact that women are the nurturers within the family unit. The respondents in this research were all female and these females had taken on the responsibility of providing ECD Centres within the Fisantekraal District as they all wanted to provide a place of learning, care as well as safety for the children. As women, it's a way of generating and impacting on the community positively.

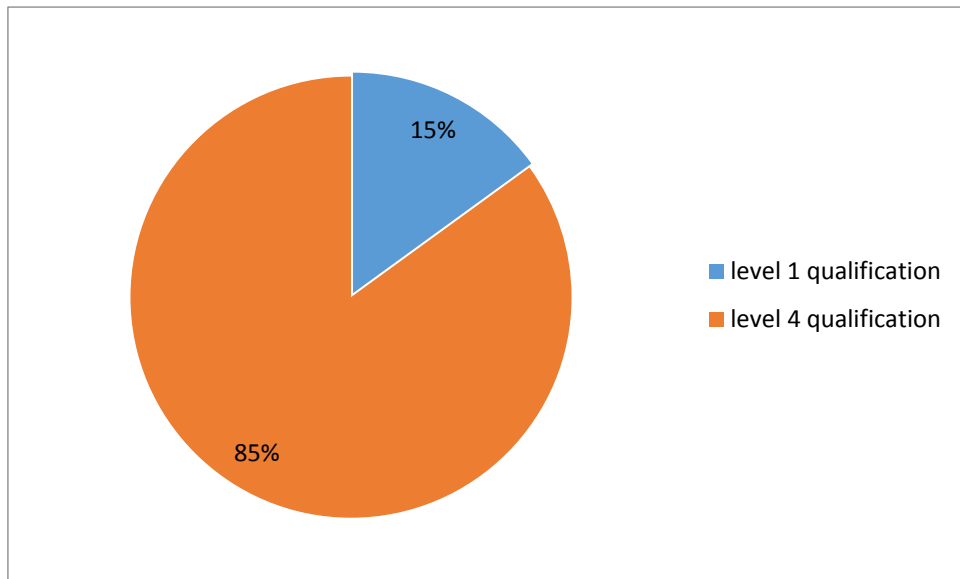
4.2.3. Level of Education

The minimum qualification of ECD practitioners is the Basic Certificate in ECD at NQF Level 1 of the South African Qualifications Authority. This qualification entails basic knowledge and skills about child development from birth to nine years. The practitioner must at this level demonstrate how to facilitate growth and skills development in early childhood development programmes. The practitioner should therefore meet the following exit level outcomes: set up and manage a variety of active learning activities that are appropriate to the development needs of young children, interact and communicate with young children in a way that supports all aspects of learning, use an inclusive anti-bias approach that respects the cultural, religious and experiential background of the children and supports children with disabilities, maintain a safe and healthy learning environment, establish a supportive and caring environment that meets children's basic and social needs and helps them manage their own behaviour, establish respectful and co-operative relationships with co-workers families and community, contribute to programme planning and evaluation, the assessment of children's progress and administration of the learning programme, identify and maintain standards of childhood care and educational practice and personal development (Department of Social Development, 2012/2013).

Participants in this research all had attained Grade 10 which is a prerequisite for the completion of NQF Level 4. Obtaining these qualifications is in line with policies set out by the Department of Basic Education. Registration of ECD Centres is approved by the Departments of Health, Education and Social Service on obtaining this qualification. Figure 2 further demonstrates the findings.

Figure 2. Level of ECD Education

Figure 2- provides insights to the many of the participants have upskilled in order to render an improved service to the children.



4.2.4.

Experience

An early childhood practitioner must be adequately supervised especially during the first three years of working with young children in an informal or formal ECD site. Documented proof of this experience must be available. ECD site supervisors/heads should have a minimum qualification of the National Certificate in ECD at NQF Level 4 of the South African Qualifications Authority. They should have a general understanding of early childhood development from birth to nine years. ECD programme supervisors should demonstrate a theoretical and practical knowledge and experience in managing ECD sites. They should have management skills that enable them to tackle the various daily responsibilities at a site, as well as communicate, liaise and meet the needs of all the stakeholders at an ECD site.

The following are the ECD site supervisor's exit level outcomes: provide a wide variety of developmentally appropriate learning activities that support and extend learning, a range of skills and techniques to mediate children's learning on an individual basis in small and large groups, demonstrate inclusive and anti-bias attitudes, values and practices in all aspects of the learning programme, protect the safety of the children and adults and support good health practices, support each child's emotional and social development in ways that help them learn to manage their own behaviour, establish positive and supportive relationships with co-workers, families and community, manage a well-run, purposeful learning programme responsive to children's interests and development, demonstrate commitment to the development of high quality ECD services (Department of Social Development, 2006).

Most of the respondents had between the ranges of 5 to 8 years of experience. According to Figure 3 below, 29% of the respondents had 5 years of experience, 29% stated that they had 7 years of experience, 29% had 8 years and 14% 4 years of experience.

4.3. ANALYSIS OF THE IMPLEMENTATION OF THE ECD POLICY

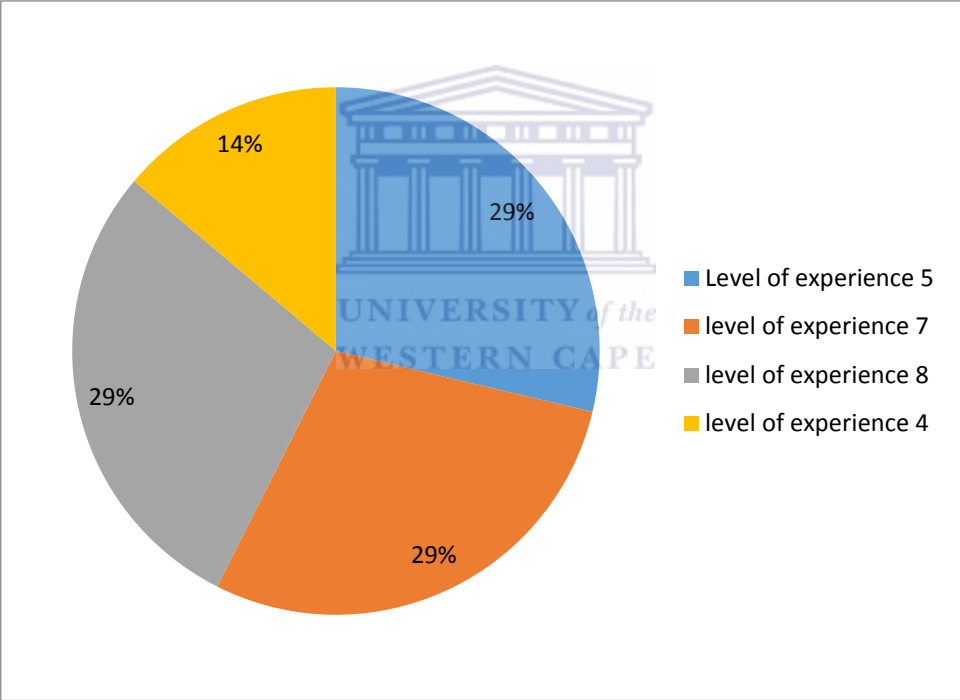


Figure 3. Level of Experience

Figure 3- indicates the years that the ECD policies has been implemented and utilised within Fisantekraal crèches. Under 10 years, however all having met the necessary implementation requirements.

Certain criteria need to be met in the implementation of the ECD policy in any community. The Child Care Act No. 38 of 2005 outlines detailed procedures for the implementation of the policy. These procedures include: registration, curriculum as well as stakeholder engagement.

4.3.1. Registration process

The Child Care Act, 2005 makes provision for places of care that include the following: ECD Centres / Crèches, playgroups, after-school centres, or a combination of the three in line with the definition as prescribed by the Act. In terms of the Act, **section 30(2)**, a place of care must be registered. No child may be kept in an unregistered place of care (except for places of care maintained and controlled by the state). The application for registration is done in terms of section 30(3) of the Act on a form prescribed (Regulation 30(1)) by the Director-General for Social Development (this has been delegated to a provincial level). The Act does not give more details about the registration except for the provisions in Regulation 30. There is a particular obligation on the Department of Social Development in terms of this section (section 30(3) (a)) to obtain information with regard to the application. Regulation 30(2) indicates that certain additional information should accompany the application form, namely:

1. The constitution of the place of care which should include or indicate at least the following:
 - Name of the place of care;
 - Category or categories of children it will cater for;
 - Composition, powers and duties of the management;
 - Powers, obligations and undertaking of the management to delegate all authority with regard to care, behaviour management and development of children to the head of the place of care;
 - Procedures in respect of amending the constitution;
 - Commitment from the management to ensure the establishment and maintenance of minimum standards.
2. A certificate issued by the local authority in whose area the place of care is for either:
 - Approval of the plans if it is still to be erected
 - Compliance with the structural and health requirements of the local authority.
3. A certificate from the Director-General i.e. the Department of Social Development in the province indicating that a needs assessment was done. Regulation 30(2) and (3) is clear on the importance of adhering to, and implementing minimum standards.

In terms of section 30(2) (b), the Director-General may either reject or grant the application. The latter can be either unconditionally² or conditionally³ and a certificate for registration needs to be issued which is valid for a period of three years in terms of Regulation 30(4). Such a registration certificate needs to be reviewed based on a quality assurance assessment in the appropriate manner. **Section 30(4)** of the Act allows for the classification of a place of care upon application for registration or any time thereafter according to the following:

- Sex of the children (e.g. for boys and girls);
- Age of the children (e.g. only for children from three to five years);
- Physical needs of the children;
- Mental needs of the children;
- Spiritual needs of the children.

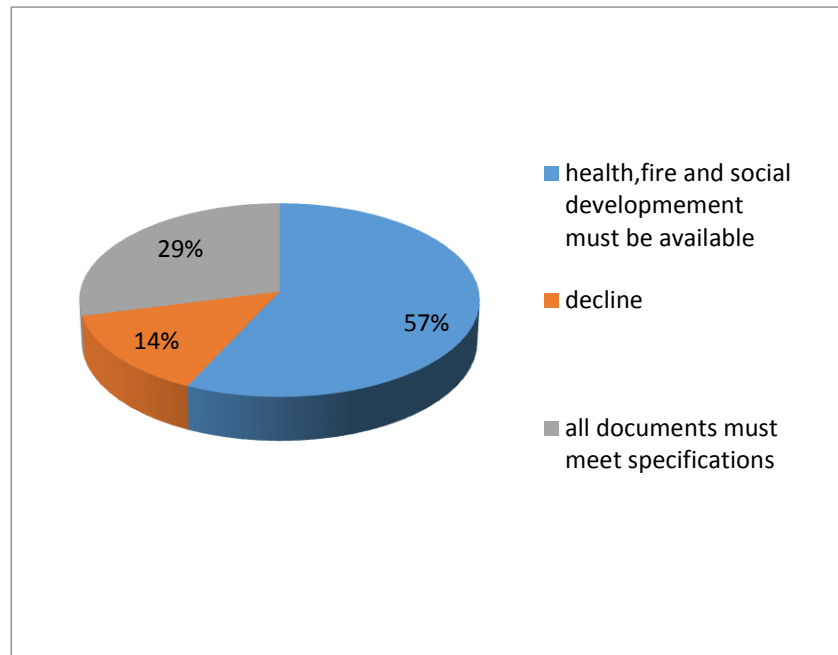
This discretion of classification rests with the Director-General or the delegated authority (at a provincial level).

Therefore, in practice the registration certificate has to include at least the following:

- Name of the place of care;
- Physical address of the place of care;
- Date of registration;
- Expiry date of the registration certificate;
- Number of children to be accommodated;
- Sex of children to be accommodated;
- Ages of children to be accommodated;
- Classification of the place of care (where applicable);
- Conditions for registration (if applicable).

Section 30(6) of the Act indicates that any person who contravenes or fails to comply with the provisions and requirements for registration of places of care is guilty of an offence. This means that places of care that are not registered are illegal and the persons operating them can be charged with an offence (Child Care Act, 2005 parliament.gov.za [accessed : 17 June 2014]).

Figure 4. Response from participants on the registration process



From figure four, 57% of the respondents stated that there is need for the availability of fire, health and social developments clearance in order to register children while 29% of the respondents stated that all other documents must meet all specifications. This will ensure and enable compliance. The respondents who declined without any comments were 14%. These results indicated that the schools must ensure they meet the set rules and regulations as well meeting the compliance rules.

4.3.2. Curriculum

There is currently no formalised curriculum for learners in the 0-5 year age cohort. However the intention is to ensure a curricular link between early education and the Foundation Phase. The following central guiding principles have been proposed as a framework for an interim national curriculum for the ECD sector: the inclusion of knowledge, skills, processes, values and attitudes that are appropriate to the current context of social, political and economic conditions; the drawing on of multicultural experiences and strengths of all the various communities of South Africa; the adoption of a more learner-centred approach in the early learning years; and the development of a “pedagogy based on an interactive approach to learning and aimed at encouraging children’s curiosity, developing confidence in using basic linguistic and cognitive skills and achieving fundamental literacy and numeracy” (National Audit ECD 2001).

4.3.3. Stakeholders Engagement

Stakeholder's participation in Early Childhood Development is the active involvement and working together of parents, educators, the police force, churches and government officials for the ultimate benefit of the children. The process thereof involves collaborating on educational matters and maintaining trust between home and school. The involvement of stakeholders is vital in that it impacts on the entire life and also enhances the learning of a child. Such participation of stakeholders is critical, not only in the very beginning of the educational process, but also throughout the child's entire life. It becomes easier for one to investigate the problem with the deeper insight and understanding if one knows what other scholars have researched. Parents question the value of their involvement when children enrol for the first time in ECD Centres, forgetting that they are their children's first teacher therefore their involvement is vital (Malete, 2013: p8).

Within Fisantekraal 80% of the crèches belong to the ECD forum, which is a voluntary organisation of the local ECD centres. This serves as a representative body and is governed by its own constitution.

The ECD forum co-ordinated and manages the impacts and comments on ECD policy matters. This provides the community with a platform to function from in terms of making necessary application for registration (ECD policy, updated).

4.3.3.1. Government

Government will be categorised into the Departments of Social Development, Health Education, Safety and Security. Social development is understood broadly for the overall improvement and enhancement to improve the quality of life for all people especially those who are poor and marginalized. An important development within social policy and development is the support of the most vulnerable through enhancing access through infrastructure and social services. A means of achieving this objective is the focus on early childhood development services. The SDS include ECD Centre provision in informal settlement upgrade projects in order to ensure that very poor children have access to facilities that are safe, have adequate water and sanitation facilities and meet the standards set out in the Children's Act which is the case in Fisantekraal (Draft ECD Policy, 2013).

The Department of Health does a quarterly audit ensuring that the basic requirements are met. For instance, fire and emergency services assess the ECD facility for its compliance with the National Building Regulations and issues Fire Safety Certificates. Services included Accredited First Aid training, effective administration skills, SABS approved first aid kits, educational and Toy material to improve curricula development focuses of numeracy, literacy, social skills. According to Maletse (2013: p14), the Department of Health and Social Development is geared towards increasing support for ECD centres in an effort to build a solid foundation for future leaders. Support is provided by immunizing the learners to prevent diseases, monitor cleanliness around the centre by deploying inspectors to check the surroundings once a month, and even providing food for them considering the fact that some are from disadvantaged backgrounds.

The Department of Education on the other hand ensures that norms and standards are upheld by quarterly visitations to the ECD Centres. This is aimed at encouraging children's curiosity, developing confidence in using basic linguistic and cognitive skills and achieving fundamental literacy and numeracy. Therefore, the Departments of Health and Education play an important monitoring and evaluation role. Government is very keen on the safety and security of children at ECD Centres. Principals are encouraged to be a part the Fisantekraal police forum.

4.3.3.2. NGO's

Several NGO's are involved in the development of ECD Centres in Fisantekraal. These include; the Durbanville Gemeente, Fisantekraal Shallow Trust, Edge Church, to name a few. The Durbanville Gemeente supports 13 crèches. These being home based crèches. The dwelling includes a bedroom, kitchen, bedroom and a toilet with tap. They cater for children within the area and the attendance is poor and varies between 10-30 children per day. School hours from 5am – 7pm. This organisation assists with furnishings, fire extinguishers. First aid kits, clothing, toys and books. This organisation also assists the crèches with subsidy applications. They are not a registered organization; however, they are in the process of applying for funding and registration from the state.

The Fisantekraal Shallow Trust is a Child Care Forum. Organisations and individuals are working towards making Fisantekraal a safer better place for children; they join forces on

some projects. This initiative began as a result of a 3 day consultative workshop with Mercy AIDS facilitated in August 2012. Partnering the Shallow Trust is the Edge Church. Edge Church is passionate about equipping the next generation well, morally, socially, spiritually as well as intellectually by the desire to reach children, including 'Beyond Our Borders' where there have congregations.

Edge Church provides financial, prayer and other support. Through various programs Edge Church equips, empowers, supports and advocates change. Food relief in the form of food parcels is one of the responses to hunger and lack of adequate nutrition. Soup kitchens and school feeding schemes are other, longer term, more sustainable responses include nutritional training, gardening and other food related projects, which can also generate income. Hunger and lack of nutrition can affect children in many ways, the saying 'you can't teach a hungry child' (Mercy Aids).

Edge Church has partnerships with The City of Cape Town, Hope Africa Respect Education Foundation, Institute for Healing Memories, Doctors without Borders and I solutions. Kids Clubs creates safe places where children can belong. Where the name of every child is known by a safe adult. Where, through games and activities can be developed as many as possible adult facilitators come from the local community. Weekly Kids Clubs, every Wednesday the Fisantekraal Multi-Purpose Centre Adults work with children on a maximum ration of 10 children per adult. The groups play name and mirroring games and other fun games. The children thoroughly enjoy the art and craft activities. They also run monthly Super Saturdays and holiday Super club during school holidays. This shows the commitment of the stakeholders towards the development of Fisantekraal.

The Fisantekraal Police Forum is an organization that is involved in safety and security within the district. The Forum consists of members of the community, the South African police as well as the business community in and around Fisantekraal. The Police Forum does informative talks with the children once a quarter around their safety and how to identify adult's risky behaviour.

4.3.3.3. Parents

Meier and Marais (2007: p64) highlight the role of parents as stakeholders in ECD. They state that: parents have the right in terms of guiding, caring for and educating their children and they are also agents and legal guardians who act for and on behalf of their children, parents have to care and support their children. They are required to provide for their physical and emotional needs in the form of shelter, nutrition, health, education and safety, parents are compelled to send their children to school regularly (Schools Act Section 1). Schools are therefore given responsibility for ensuring that parents fulfil their duty to educate their children; and legal steps can be taken against parents failing in their duties, parents have the right to be informed of their children's performance, progress, behaviour, and the opportunity to meet educators regularly. Parents can request that certain information be kept confidential and not placed on any record, on the ground that it could prejudice the child later in life. They conclude by saying in democratic education system, parents are regarded as important stakeholders in education and their participation in education is indispensable.



4.4. FINANCIAL SUPPORT

The interim policy for ECD argues strongly for the public funding of a national ECD programme and maintains that such funding must be mobilised from national, provincial and local government revenues. It also argues that employers, in particular, have responsibilities for the funding of ECD provisioning for their employees' children. Current funding policies are premised on; a recognition that the funding of ECD services involves partnerships between national, provincial and local governments, the private sector, organised labour, community organisations, parents and donor agencies; the existence of an enabling legislative environment to encourage the optimum mobilisation of financial resources; investments in the sector being within the framework of a strategy for reconstruction and development; and the adequate and efficient use of resources.

There are two funding scales for ECD Centres. Those which comply with the norms and standards are set out by Social Development are paid R15 per child per day. R5 goes towards nutrition, R5 goes towards equipment, toys and R5 for wages. The rate of R12 per day applies to those centres that are already in the payment system. However, there are short falls within

the re-registration. Provincial Government in partnership with local municipalities could provide a once off grant for centre development and improvement (Western Cape Government, 2014). The ECD's monitoring process is conducted through an annual audit by Provincial Government.

4.5. ANALYSIS OF DATA & FINDINGS

These are organized according to the 5 protocols of policy implementation namely; context, content, commitment, capacity, clients and coalitions.

4.5.1 Policy Context

The successful implementation of ECD policy has socio-economic relevance. ECD programmes include a variety of strategies and a wide range of services directed at helping families and communities to meet the needs of children in the above-mentioned age group. The ECD policy doesn't operate in isolation. In the implementation of a policy of this nature, cognisance must be taken of macro and micro-environments as well as related policies (Ile, Eresia-Eke & Ile, 2012: p10-11). Policies such as; health, safety and security, women, etc are affected in one way or the other through the implementation of the policy. In the case of women-related policies such as the Women Empowerment and Gender Equity Bill 2013, the impact is both positive and negative. This is due to the fact that Early Childhood Development services that are rendered in a secure and nurturing environment help to release parents, women in particular to have time to seek employment opportunities in the job market. In addition, operating an ECD service within a community provides income-generating opportunities for most women, especially in communities with less socio-economic index.

According to one of the respondents, she made mention of the fact that "you go to work and you know that your child is safe and this gives you a sense of comfort and you are able to focus better and children receive a full healthy meal and you are sure that their nutritional needs are met" (Focus group, October 28, 2014). On the other hand, the negative aspect of the women working is that the children can be left at the educare centre from 6:30am to 6:30pm therefore the institution becomes the primary care giver.

Safety and security issues must be taken into consideration in order for the ECD policy to be properly implemented. In the case of the Fisantekraal area, the researcher found that the fire and building plans certifications posed challenges for ECD teachers when they made application for registration. This can be viewed in a positive light as these are very important policies and upholding norms and standards as it serves as a protection of children and teachers alike. If a centre doesn't possess these, the policy cannot be implemented; therefore they will not qualify for registration. Crime and substance abuse and assault are some of the other issues affecting the implementation of the ECD in Fisantekraal. For instance, one of respondents experienced a child from of the ECD's being highly traumatised on observing a man beating his wife on the streets. So emotionally, the children are unsettled and this will have an impact on the expected outcome of the child's development.

4.5.2. Content

According to the results of the study there is no minimum qualification which served as a prerequisite for becoming a crèche teacher. As long as one participated in the community and showed leadership. It was the passion for young children which lead to the respondents operating their own home based crèches considering the literacy levels within the Fisantekraal which is [insert per cent], one would conclude that the community leaders have an idea of the role of education in the implementation of ECD policy. This being the entry – level qualification for those who want to enter the field of education, training and development, specifically within the sub-field of Early Childhood Development (ECD). This qualification enables facilitators of all round development of young children. Is sensitive to culture and individual needs (including special needs) and is able to provide quality early childhood development services for children in a variety of contexts, including community services; ECD centres at home and in institutions.

4.5.3. Commitment

The government commitment is that it provides ECD Centres with the support of designated social worker for each area. The Department of Social Development provides the ECD grants which helps to alleviate the financial burden of the ECD. The legislative policy ensures standardization within ECD Centres. All relevant departments conduct quarterly audits to facilitate the continued development of the ECD facilities.

The ECD Forum provides support in this regard. The regulation and specification require seed funding in order to meet the necessary prerequisites. Operational expenses incurred include; furnishings, tables, chairs, mattresses, shelves, kitchen appliances, educational toys, books, creative supplies for at, groceries and employment of addition staff to assist. The ECD Forum's commitment is further shown by the fact that they meet once a month with all members in attendance.

The Edge Church commits their time to hold weekly, monthly and holiday programs for children. They also host child development workshops as well as, nutritional training, gardening and other food related projects for the parents. Their commitment is about equipping the next generation in order for them to break the cycle of poverty. They provide food parcels, soup kitchens and school feeding schemes which has a positive spin-off for children and parents.

Parents show their commitment by participating in structures such as the school governing body which is responsible for the management of the ECD Centre. By the same token, it may be said that there is a lack of commitment as parents work very long hours and the responsibility of child rearing is placed on the ECD teachers. One of the respondents says, 'we have to be social workers, psychologists, nurses, and mothers.' Which means the role of the ECD educators takes on many facets. This results in the feeling of being over-worked, dissatisfied and burdened.

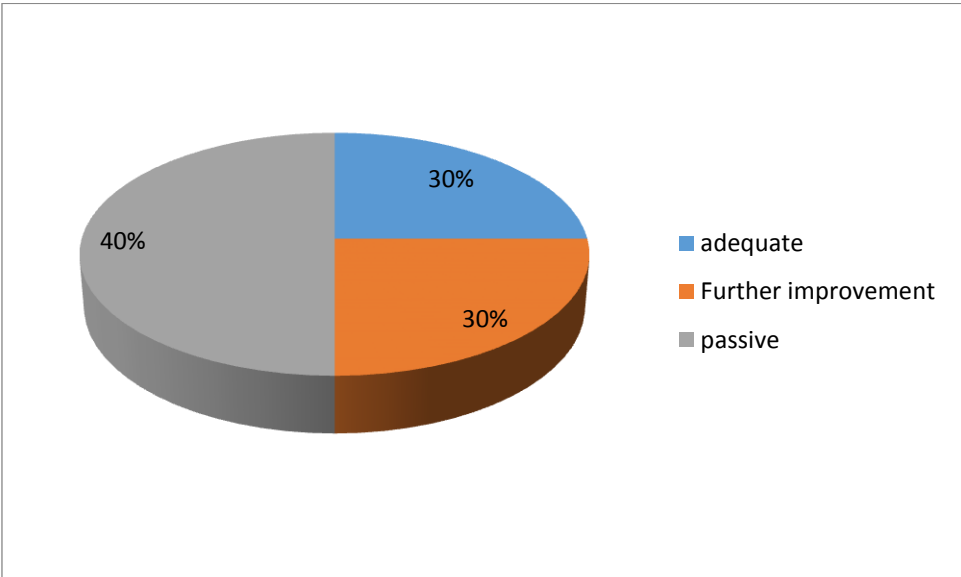
4.5.4. Capacity

Skills development courses are conducted just outside Fisantekraal on Standler Farm from the year 2000 by the Learn-To-Earn Organization. The Fisantekraal Centre for Development programme is under the auspices of many faith communities (Fisantekraal). Respondents commented on the effectiveness of stakeholder engagement towards the assistance of early childhood engagement. 100% of the respondents in the focus group attested that social development plays a big role and ensures that the standards are upheld. It was stated by the respondents that the church, police, communities, and other private partnership individuals and organisation functions effectively and efficiently towards the developments of the early childhood education. Both parents and ECD teachers have committed roles to play in the development of children and with the engagement of the stakeholder involvement.

This relates to the structural and functional ability to implement a policy (Ile & Eresia-Eke & Ile, 2013: p 11). According to the findings made by the researcher, 70% of the respondents had met the requirements for registration. All had attained NQF level 4, which allows them to work with young children. They had received this training from North Link College, the training is funded by the Department of Social Services. According to Figure 5 below, 30% of respondents indicated that the training they received was adequate, whilst 30% saw room for further development and 40% who were passive stated that they were unsure as to where the training was affecting their classrooms. They felt that Level 5 would be far more beneficial. However, they did not have the resources to continue the NQF Levels. One of the respondents mentioned that there is always room for improvement, one should not stagnate.



Figure 5. Capacity & Training

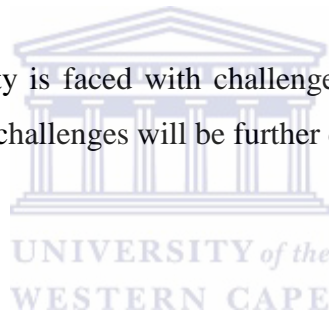


4.5.5. Clients and Coalition

The identification of clients and coalitions and their interest with regard to the ECD policy is vital, as this clearly indicates the multiplicity of interests including those whose interest may be threatened or enhanced by the ECD policy (Ile & Eresia-Eke & Ile, 2012: p11). The volunteers of different organizations have the time, capacity and resources needed in assisting this vulnerable community. Family's interests and enthusiasm is enhanced by these interactions. Through this enrichment, stability and maturity is possible. Parents are guaranteed peace of mind whilst they are at their places of work, children are safe and well-cared for.

4.6. IMPLEMENTATION CHALLENGES

The Fisantekraal ECD community is faced with challenges in their quest to implement the ECD policy in the district. These challenges will be further discussed below.



4.7. SAFETY AND SECURITY

The Fisantekraal district is densely populated with high levels of unemployment which results in loitering and leaves young children at risk of crime which may include; child trafficking, muti murders, rape, etc. Some of the parents pointed out that it is of paramount importance that their children be kept safe within ECD Centres and these results in peace of mind and greater productivity at work. One of the respondents highlighted the fact that she had concerns about the location of the new ECD facility as it is alongside the taxi rank and a busy road where big trucks and buses operate.

4.8. LACK OF ACCESS TO TECHNOLOGICAL FACILITIES/ INFRASTRUCTURE

The ECD facilities don't have the means to provide technology which has become a prerequisite to providing an efficient and effective ECD facility. For instance, computers to communicate with the parent body, mobile devices for immediate notification, camera's and video camera's which can be used for parents education in terms of child development.

4.9. TRANSPARENCY AND COMMUNITY PRATICIPATION

Stakeholders are not made aware of proposed developments within the area. The ECD states that on making application for the development of a new site, notifications of the proposed development should be placed in the local newspaper and the library. The assumption is that everyone has access to these means of communication. This is not the case as the people in this community are not in the culture of visiting the library and the local community newspaper is not disseminated in the Fisantekraal area. This results in mistrust.

4.10. OPPORTUNITIES



The implementation of the ECD policy has created opportunities for the upliftment of the children, the parents and the greater community. This is further analysed below.

4.10.1. Child development

The children have a holistic development in that the fundamental needs of the child are catered for (cognitive, physical, psychological as well as spiritual development). Parents are excited that their children are well-equipped and the transition to Grade R is seamless. Therefore with the foundation in early childhood development, the perpetuation of dysfunctional cycles (mental, psychological, spiritual poverty) can be broken. One of the respondents stated that her child has learnt much from the ECD which he has been attending since the age of 2. He knows the different colours, shapes and the days of the week. The ECD's provides a well-balanced meal, therefore, the children's nutritional needs are met which translates to strong, healthy minds and bodies.

4.10.2. Family Benefits

The ECD facility provides the parents with the opportunity to develop the love of reading in that they visit the library once a week and this information gets transferred to the parents. Children encourage their parents to access library cards. Through reading the whole family benefits in that it enhances their lifestyle by increasing their awareness, enlightenment, creativity and thus, improving their quality of life. Mothers are able to be a part of the work force as they have confidence in the ECD facility. Poverty is reduced as the family is supported by a two parent income. Moreover, through parent talks/education, parents are empowered as to how to deal with their children in a positive manner.

4.10.3. Community Cohesion

There is a collective understanding of the benefits of sending one's child to an ECD facility. An event such as fundraisers brings the community together and fosters a sense of belonging. Parents want to contribute towards the improvement of the ECD facility as it will benefit their children in the long run. The ECD centre can also provide for recreation and sport where families get together and enjoy the facility outside crèche hours.

4.11. CONCLUSION

The implementation of the ECD policy is driven by Government departments namely Social Development, Department of Health and Department of Education and is supported by stakeholders as well. The nutrition of children as well as their safety and security are important to parents whilst at the places of employment. NGOs, as stakeholders are conversant with ECD programmes, they provide toys as well as foodstuffs which is assisting with the development of the crèches. Parents being one of the most important stakeholders need workshops and education in terms of child development, this will empower them and help with breaking negative cycles. Children spend long hours at crèche and this raises concerns on the part of the teachers. The socio economic situation requires parents to seek employment

in order to survive. Within Fisantekraal there are many ECD centres that are not registered yet. The next chapter concludes the study and gives recommendations.



CHAPTER FIVE: CONCLUSION AND RECOMMENDATIONS

5.1. INTRODUCTION

As this research has shown, the effective functioning of ECD, s in South Africa depends on the various departments functioning effectively, namely the Department of Basic Education, Health and Social Services. The vision is to create a system, which is more effective, efficient and generally fair. The ECD system is to be representative and responsive to the needs of the entire South African community, but in this instance to respond to South African children aged 0-6 years of age.

5.2. SUMMARY

The literature review in chapter two highlights the theoretical framework of the thesis which is centred with the implementation of ECD policy, including developing countries such as India and Ghana. International conventions play an important role in the way in which policies are developed in the developed and developing world.

Within South Africa's White Paper, 5 the Rights of Children in the Presidency serves as a monitoring and evaluation function. The South Africa Constitution Act 108 of 1996, which includes the Bill of Rights, serve as guidelines guide lines from which policy has been developed. With Regards to the Jomtien conference 1990 "Education for all" By the year 2000 there was an increase of 5 percent globally, and the adoption of the eight millennium development goals. The United Nations general assembly had also endorsed the 'Right of the Child' with member state 191, which committed to achieve five of the eight millennium goals by 2015. These related namely to health, nutrition and education.

India, Ghana and South Africa have noted that ECCD programmes are largely well established in the developed world. There are reservations concerning the global ECCD programmes, as they are largely well established in the developed world, however still evolving in the developing world. These are reservations concerning the global ECCD programmes, Vururi and Penn argue that there is as assumption that children's needs are

universal. *'Developmental appropriate practises'*, seen as a tool kit which form part of a scientific approach. This hegemonic approach does not recognise cultural relevance and therefore undermines the legitimacy of people's knowledge and experiences. In Penn's article on 'The World Banks View on ECCD she views the approach as being highly technocratic and the concept of ECCD as 'human capital' her view is that structural casual factors are ignored.

On a local level it is these kinds' of issues, which the researcher focused on. In terms of policies, which are being developed on a Global level, and have been implemented by countries that are signatories.

Chapter three outlines a description of the research methodology .The research design being a qualitative study. An explanation as to the sample size and negotiating entry into the community. Ethical considerations were also highlighted.

Chapter Four examined the nature of implantation of ECD in Fisantekraal. The set objectives

5.3. FINDINGS

The findings of the research highlighted the implementation of status early childhood development policy specifically related to Fisantekraal. The study has addressed the processed that have been adopted with regards to the implementation of ECD policy. Specific challenges experienced by ECD centres have been identified.

The respondents who participated in the questionnaire as well as the focus group process, the respondents had an understanding as to ECD policy. The current ECD policies in terms of the registration and child grants afforded. Ten ECD, s qualified for the R15 per day per child grant. These are viewed in the light of equity strategies in terms of redressing imbalances of the past. The research showed that the necessary criteria have been met by the majority of centres, in terms of registering to operate their ECD home based centres.

The research revealed that training was done to upskill ECD practitioners. The training which respondents received up to level 4, results in the ECD principals feeling equipped to operate the centres. They are satisfied with the development of their children and believe that they are adequately prepared for Grade R which is provided by Won Life as this

institution is a facility which caters for the Grade R,s. Home based centres cater for children from 2 – 5 years of age. From the focus group the majority's perceptions were that they were trained by the FET colleges, however there is always room for improvement?

The Fisantekraal home based centres do not make use of the revised curriculum, this is applicable to grade R and these centres do not cater for the 6 year olds. There was less agreement amongst the respondents in terms of principle and the perception of policy. They questioned the position of government stakeholders with regards to permission being granted for the development of a new ECD in Fisantekraal. The respondents in the focus group questioned the validity of principles enshrined in ECD policy.

The ECD sector in Fisantekraal has several NGOs which provide valuable contributions, in terms of nutrition and also provide stimulation for the children on a regular basis. The respondents also acknowledged that the ECDs took a burden off the community; most of the recruitment of new children was done via word of mouth. The children are safe as all the centres adhere to the safety standards, this is excellent as it standardises the safety and security of the children. Although the socio- economic status of the Fisantekraal population is low, the ECD, s have created a healthy infrastructure from which the ECD, s are developed. The registration of the centres, is of great importance to the ECD forum which meets monthly. The respondents were unaware of the potential threat which they are facing with the new ECD, the realization on making the necessary inquiries in the community and had the awakening of the ECD centre being built.

5.4. RECOMMENDATIONS

To assist the relevant departments in addressing the same of the above mentioned challenged and constraints, which can be further, promote the developmental needs of young children. The following are recommended:

Recognising the fact that poor children are still disadvantaged even though great strides have been made in terms of government intervention, It is recommended that government renounce more safe areas for the building of ECD centres if local government intends to improve =, upgrade and increase the number of ECD within a district e.g. Fisantekraal, the general concern is around the safely of children.

Given the fact that there is numerous psycho social challenges, once a month special speakers must invited to Fisantekraal to assist with parent education, as incentive such as a meal could be provided worker to encourage attendance.

Ensuring community participation when new developments are proposed. The community needs to be a part of the discussion making to avoid mistrust and apathy.

Develop, evaluate and maintain an accreditation system for service providers and trainers, which would expect without a doubt.

Ensure that funding is made available for up-skilling modern trends in ECD are up held. As well as improving parents level of education as to improve their economic status.

The relevant departments should ensure effective communication with all stakeholders when development is proposed.

Within the conflict situations all voices need to be acknowledged in order to reach an amicable settlement. Stakeholder groups are not homogeneous the interest of the poor within the group are often articulated and defined by the middle class.

Special programmes for parents should be introduced to enable them to implement the social aspects of the ECD programme at home ensuring that home and school complement each other.

5.5. CONCLUSION

Whilst the government has made great strides with the implementation of ECD policy country wide, there are still factors that need to be addressed. The research conducted in the study indicates that the children from this community live under extremely vulnerable and adverse circumstances. The home based ECDs have become of a place for nutrition, safely and stimulate intellectually, physically and emotionally.

A great deal of time is spent at the centre; children are away from their parent for long periods of time. The family has most influence on the child's development (UNICEF, 2007). Awareness of the role of ECDs in the community all stakeholders should be invited to

functions hosted by ECDs, this would translate to greater understanding as to effect that ECD may have on the Development of children.

Monitoring and evaluation of the home based ECDs to ascertain how effective the programs are in terms of further development of children. It is important that when applications are submitted for development in the Fisantekraal district that all stakeholders are made aware



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Appendix 1

Questionnaire 1

Introduction

Thank you for accepting to participate in this research project. The information received shall solely be for furthering the aims of facilitating excellent ECD services to the children and their families. I assure you that this information shall be given the highest level of confidentiality.

Name of ECD Centre:

.....
.....

Name of participant:

.....
.....

Attendance registers to be signed.

Date of Interview:

.....
.....

Interview questions for the Principal/Teachers in charge:

1. Please explain the process when applying for registration?
2. How long has the ECD centre been in existence?
3. How did you find out about the registration process?
4. What were the guidelines followed in implementing the ECD policy stipulated by National Government?
5. How many children are enrolled in the ECD centre?
6. How old are the children?
7. Has the ECE had site visits by the necessary government departments namely Education, Social Development end Health Departments.
8. How do you recruit new children?

9. Who originally insinuated the ECD centre – community, NGO Government, other stakeholders?
10. Is the ECD governed by a parent committee or other?
11. Are the guidelines and procedures implemented for the continued compliance of the ECD?
12. Do you know the ECD Policy and is the process adhered to?
13. What are the staffs' qualification levels attended?
14. Are there any other concerns that you as participant would like to include in the questionnaire



Appendix 2

Questionnaire 2

Community Member/Involved Parent Focus Group

Introduction

Thank you for accepting to participate in this focus group. The information received shall solely be for furthering the aims of facilitating excellent ECD services to the children and their families. I assure you that this information shall be given the highest level of confidentiality.

Name of ECD Centre:

.....
.....

Name of participant:

.....
.....

Attendance registers to be signed.

Date of Focus Group:

.....
.....

1. What does the ECD Centre mean to you in the community?
2. How long have you been involved in the community?
3. Do you think that the role that the community/parents play is an advantage to the ECD Centre?
4. Are you involved in the implementation of a policy?
5. How do you mobilise people to become actively involved in the ECD centre?
6. How effective do you think is the assistance of the stakeholders?
7. Are the parents interested in the development of their children?
8. How often are you invited to parent educational talks?

9. Do you feel that the staff is adequately equipped to work at the ECD Centre?
10. What are the challenges experienced in the ECD Centres regarding implementation of policy.
11. Are there any other concerns that you wish to identify?

