

TRANSITIONS

SELF-AUDIT & MONITORING TOOLS
FOR EARLY YEARS CENTERS IN NIGERIA





Sponsor A Child was created in 2003 for the relief of poverty, distress, and sickness and the educational advancement of orphans and other children at risk in Nigeria. To achieve our objects, we engage with child caregivers via training. Child rights, now legally enforceable through the 2003 Child Rights Act, form the basis for our activities which take place under two programs: Community Aid, which builds the capacities of communities to take good care of their children, and Education, which seeks total development.

The Transitions project is a child rights campaign. It is a tool for monitoring, evaluation, advocacy, and accountability and is targeted at institutional organizations in which early childhood care and education are provided. It is targeted at professionals who administer this care and volunteers who work alongside them.

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Self-Audit & Monitoring Tools for Early Years Centers in Nigeria
Olatoun Williams

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Cover design and illustrations: James Oyetunde
& Kayode Adesomoju



Praise for Our Toolkit for Child Institutions

Congratulations, Sponsor A Child. Transitions is quite comprehensive as such a manual should be. It allows for continuing self-assessment and makes suggestions as to what to do when improvement is needed...I concur that there should be statewide standards at a minimum, if not national standards. The lack of national standards is always a problem in the US, where I live, and has led to an uneven quality of education among states and within the same state. This is not effective in the modern world and is certainly not a good thing for developing countries...The manual stresses the importance of parental involvement. This is key to success and failure in the US as well. If parents do not participate in the process, the results are not as good, and the children suffer...

Dr. Michael Finkel
Kenneth M. Viste, MD
Neurology Advocate of the Year, 2011
Past President, World Neurology Foundation

The goals and objectives are very clear and the rating system, really well conceived. Transitions includes the UN Millennium Development Goals as additional guidelines for provision and as reference points to show where it is hoped Nigeria will be by 2015...The manual is specific...I was very impressed.

Harriet Lancaster
Director, US Peace Corps, Ghana (rtd)
Vice President, African Literacy, Art and Development Association (ALAD)

Transitions is reader friendly and a must-use by all those concerned with consistency and quality in early childhood care and education in Nigeria... the manual's emphasis on child participation to prepare children from early childhood for democratic living and its emphasis on the social goals of early learning are inspiring.

Dr. Aderemi Desalu mni
Permanent Secretary, Ministry of Special Duties (Lagos State Government)

On behalf of BFO, Unicef Lagos, I say congratulations to Sponsor A Child for blazing a trail towards promoting good and proper care of children at risk in Nigerian institutions... Proper use of the training manual [Local Champions] will produce quality caregivers with skills and knowledge who will deliver quality service to children in care institutions and thus encourage information sharing and monitoring. The lack of rights oriented skilled caregivers has resulted in poor services and weak information on institutions, thus making it difficult for local child welfare authorities and government to monitor progress...

Roseleen Akinroye
Protection Specialist
Unicef BFO, Lagos

I have reviewed Local Champions. It is an excellent resource and an important contribution to the work on children's rights in Nigeria.

Dr. Adhiabmo Odaga
Representative for West Africa
The Ford Foundation

Transitions

Self-Audit & Monitoring Tools for Early Years Centers in Nigeria

Heavenly Father,

Thank You for the unique personalities that you have given to each and every child. Help me to discover each talent and gift with which you have blessed my children, and may I learn how to best cultivate each of the blossoms You have planted within their souls. Amen.

Kim Boyce

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Preamble

EARLY CHILDHOOD CARE & EDUCATION WORLDWIDE

With a 2015 horizon for achieving UNESCO's Education For All (EFA) goals, urgent and comprehensive action is needed particularly in identifying and enrolling hard to reach children and making a dent in the literacy challenge:

EFA 1: *Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children*

At the heart of EFA is the recognition that universal education is the key to sustainable development and social justice.

Early Childhood Care and Education (ECCE)¹ supports children's survival, growth, and cognitive, social, physical, and emotional development from birth to entry into primary school. ECCE is a right recognized during the UN Convention on the Rights of the Child (1989). ECCE is also an instrument guaranteeing other rights of children such as birth registration, participation, and protection.

The Education for All Global Monitoring Report 2007 mounts a case in support of early childhood programs. The report argues that these programs are crucial to ensuring children's proper development, and they are vital in the establishment

1. ECCE (Early Childhood Care & Education) and ECD (Early Childhood Care and Development) are used interchangeably throughout "Transitions." Also note the following abbreviations used throughout *Transitions*: MGDs – UN Millennium Development Goals (2000), EFA Goals – Education for All Goals (Dakar 2000), and CRA 2003 – Child Rights Act (Nigeria 2003).

of routes out of social and economic disadvantage. They can improve the well-being of young children in the developing world, where a child has a 4 in 10 chance of living in extreme poverty and 10.5 million children die each year before age 5 of preventable diseases. The programs can thereby promote reductions in extreme poverty and hunger, the overarching objective of the Millennium Development Goals.

EARLY CHILDHOOD CARE & EDUCATION IN NIGERIA

ECCE in Nigeria has only recently progressed from the single-sectoral approach of care to a multi-sectoral pursuit integrating health care, nutrition, child care, child protection, and education programs offering mental stimulation, play, and various other opportunities for children to participate. The metamorphosis of early learning practices in Nigeria into ECCE is the result of research and evidence that the early years play a critical, life-defining role in human development.

The rights of children and the cause of human development are therefore unassailable reasons for investing in this cross-sectoral approach for the holistic and healthy development of our youngest children.

The EFA campaign has prioritized ECCE as its 1st goal, calling all nations and communities to expand and improve comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children. In

Nigeria the private sector boasts a healthy population of early years centers with quality provision for young children. However, despite EFA's call, growing in volume and urgency, government has been slow to create enough early years centers to provide for the care and learning needs of children 0 to 5 years. There is a serious ECCE deficit in the vast number of poor communities that characterize our country. Those centers that exist at the local government level are poorly funded, poorly staffed, and poorly resourced.

MANUAL GOALS

The goals of our Self-Audit and Monitoring Tools are:

1. To promote practice guided by policy in care, education, and protection services at existing early years centers, both privately and government owned.
2. To provide incentive for the creation of early years centers with rights-based cultures in communities where the most vulnerable and disadvantaged children live.
3. To support the efforts of management and external evaluators to assure the provision of quality care and education.

The tools are in a user-friendly format. An illustrated cover page declares our commitment to promoting family participation in ECD. The "Overview of Early Years Centers," included also in the introduction, is useful information we have extracted from the National Minimum Standards. The inclusion reinforces the policy-compliant content of the tools.

Instructions and Key for using the tools are clearly displayed in the Introduction section. The Self-Audit and Monitoring Tools range from "Admissions & Reception" through "Staff Recruitment & Training" to the climatic "School Readiness" which evaluates the child's progress toward attainment of the early learning goals given the child's starting point.

Each tool is demarcated with a colored divider. The dividers feature a relevant citation, a box containing related Millennium Development Goals (MDG), Education for All (EFA) goals, or Child Rights Act 2003 references. The power of the tools lies in their "objectives" which drive the "indicators" that evaluators should look for. These indicators measure the fulfillment of objectives. Fulfillment and non-fulfillment are recorded in score boxes graded from an outstanding A to a poor D. Additional comments can be made in the Comments Box.

A total score assessment instrument with commentaries and recommendations for early years centers has been included with the Instructions and Key.

After 5 years of practice guided consistently by policy, there will be a vast improvement in the quality of care, education, and protection provision in early years centers, both privately and government owned. Expected outcomes will bring Nigeria closer to achieving, by 2015, the Millennium Development Goals and the 1st goal of Education for All. While we must recognize that early years centers are only one part of the stakeholder spectrum in early years provision, self-auditing

centers which implement our Tool, can significantly advance key outcomes of national policy. These are:

1. Full immunization for all children 0 to 5 years
2. Reduction in infant and maternal mortality rates
3. Adequate antenatal care for all pregnant women
4. An increase in enrollment into primary school and an increase in primary school retention of at-risk children and their attainment within it
5. Adequate preparation of the child for compliance with the NEEDS program (National Economic Empowerment & Development Strategy)
6. Adequate provision for children with special needs who are *all* children at risk of exclusion: the disabled, the very poor, orphans, nomadic children, displaced/refugee children, gifted children, and children living with HIV/AIDS

Other important outcomes are:

1. Increased capacity on the part of management and external evaluators to monitor and evaluate early years centers
2. Reduced difficulties in starting up and operating early years centers through use of the tools leading to a significant growth in the population of early years centers

Finally, a consistent implementation of the principles detailed in “Transitions” will ensure that under our care and protection, our youngest children, including those who are most vulnerable and disadvantaged, grow up life-loving, healthy, and free, moving “from glory to glory” and doing great things.

Olatoun Williams
Coordinator, Sponsor A Child
Lagos, Nigeria
April 2011

ACKNOWLEDGMENTS

Our very real appreciation goes to all our contributors but particularly to the following:

Moyosore Sonubi who worked tirelessly on the drafts of these Tools.

Kayode Adesomoju for his work on the illustrations in collaboration with our artist, James Oyetunde.

Emmanuel Sotayo for his encouragement and support.

And to Sarah Sewoester Cain, our wonderful editor, layout and design specialist, and true friend of our charity.

Our deep appreciation goes also to our generous trustees, particularly Mrs. Remi Ayida, Chair, Board of Trustees, who, after a full, rich life, was called to glory, June 21, 2011. May her soul rest in peace.

Self-Auditing: About the Process

WHY SELF-AUDIT?

Self-audits help centers monitor the quality of early years provision and outcomes for their children in-line with the principles and requirements of child rights laws, Millennium Development Goals, Education For All goals, the national policy on integrated early childhood care and development, and the national minimum standards.

Self-audits help centers prepare for evaluation conducted by external evaluators and help ensure centers are not caught with deficits they are unaware of or have not begun to address.

Self-audits provide a credible platform from which to discuss with external evaluators weak aspects of a center and to point out efforts being made to address these areas.

Followed through with necessary actions for improvement, self-audits increase the feeling of competence in staff and increase pride in their center.

RECOMMENDED APPROACH

1. After due consultation, staff should be designated different areas of care provision to evaluate using the relevant section or tool (e.g. child survival, healthy and safe environment, etc.).
2. After evaluations, a staff meeting should be held to:
 - a. Pool findings
 - b. Identify necessary actions
 - c. Assess risks of proposed actions
 - d. Appoint lead persons to implement approved actions
 - e. Schedule deadlines for implementation.
3. Written records of findings, decisions made, and minutes of the meeting should be filed.
4. Successful implementation of all actions should be recorded and filed. Actions not implemented and variables responsible for non-performance should be recorded and filed.

Frequency

Self-audits should take place as often as twice a year, or as often as the leadership of the center feels is necessary.

Duration

The audit team should take the time necessary to do as thorough a job as possible recognizing the fact that if all necessary actions are quickly implemented and recorded after implementation, subsequent audits will take less time.

REPORTS

Reports written by early years centers for stakeholders (e.g. parents; boards of directors, trustees; school-based management committees) should reference what we call our Good Home Early Years Requirements (GHEYR). These are the various aspects of early years provision evaluated using Transitions: Self-Audit & Monitoring Tools for Early Years Centers in Nigeria. Reports should paint the “big picture” referencing strengths and deficits in services identified during the process of self-auditing and listing rights-based recommendations for improvement. An “Overall Judgement” and an “Overall Numeric Score” at the end of the report should attest to the quality and standards of services at the institution as being outstanding, good, adequate, or weak.

The “Manual for Good Home Evaluators & Report Writers” and the “Manual for Good Home Self-Auditors and Report Writers,” provide essential guidelines for external and internal “Transitions” evaluation reports, which should be written in summary form within the framework of the 4 Good Home Judgements as follows:

1. Given registration, legislation, and policy (RLP) requirements, how well does the center meet the needs of the children for whom it provides?
2. How high is the quality of early education in the provision?
3. Are Integrated Early Childhood Development (IECD) policy objectives and outcomes for the development of Nigerian children advanced in the center?*

IECD Policy Outcomes

- a. Full immunization for all children 0 to 5 years
- b. Reduction in infant and maternal mortality rates
- c. Adequate ante-natal care for all pregnant women

- d. An increase in enrollment into primary school and an increase in primary school retention of at risk children and their attainment within it
- e. Adequate preparation of the child for compliance with the NEEDS program (National Economic Empowerment & Development Strategy)
- f. Adequate provision for children with special needs (this means all children at risk of exclusion: the disabled, the very poor, orphans, nomadic, displaced/refugee children, gifted children, children living with HIV/AIDS, and including emergencies)

IECD Policy Objectives

- a. Empowerment of households/caregivers to provide appropriate care for the children 0 to 5 years at the household level
 - b. Establishment of community-based centers for children 0 to 3 years and community/school-linked centers for children 3 to 5 years
 - c. Institutionalization of appropriate training for professional caregivers to manage ECC
 - d. Creation of a network of stakeholders for regulating and ensuring quality in different aspects of ECC
 - e. Monitoring and evaluation
4. How committed and effective is the leadership and management of the center?

*Good Home Judgment 3 recognizes the fact that IECD outcomes for Nigeria lie largely outside the scope of center measurements. Early years provision can play only a limited role in advancing outcomes while Government must commit to significant roll up of interventions and to track results.

Overview of Early Years Centers

Excerpted from “National Minimum Standards for Early Child Care Centers in Nigeria”

Specific Objectives of IECD*

Elements of the National Policies on Education, Food and Nutrition, Health and the Child Rights Act should constitute the objectives of integrated Early Childhood Care and Development as follows:

1. Provide care and support to the child in the form of:
 - a. Good nutrition and health for children
 - b. A healthy and safe environment
 - c. Psycho-social stimulation
 - d. Protection and security
2. Inculcate in the child the spirit of enquiry and creativity through the exploration of nature, the environment, art, music, and playing with toys etc.
3. Effect a smooth transition from the home to the school
4. Prepare the child to adapt successfully when their current context changes
5. Provide adequate care and supervision for children while their parents are at work (on farms, in the markets, offices, industry, etc.)
6. Inculcate social norms, that is, culturally relevant skills and behaviors which allow them to function effectively in their current context

Strategies

The variety and forms of Integrated Early Childhood Development (IECD) provision in the country should focus on the realization of the set objectives through the following strategies:

1. Empowerment of households/caregivers to provide appropriate care for the children 0 to 5 years at the household level
2. Establishment of community-based centers for children 0 to 3 years and community/school-linked centers for children 3 to 5 years
3. Institutionalization of appropriate training for professional caregivers to manage ECC
4. Creation of a network of stakeholders for regulating and ensuring quality in different aspects of ECC
5. Monitoring and evaluation

Types of ECC Centers

1. Day care/crèche (ages 0 to 2 years)
2. Pre-nursery/play group (ages 3 to 4 years)
3. Nursery/kindergarten (ages 3 to 5 years)

Note: These may exist together or independently. They may also be home-based, center-based, or mobile.

Location

1. A place that is acceptable to the community (a home, community buildings such as civic centers, churches, mosques, an existing school, or a purpose-built structure, etc.)
2. Within walking distance from home (max. of 2 km)
3. Safe and secure environment (free from chemical and other hazards)
4. Free from excessive noise

Ownership

Private, community, or government

Steps in Starting a Center

1. Familiarization with requirements of establishing standards for ECC centers from the relevant department (Education/Women Affairs/Health)
2. Crèche/day care centres (0 to 2 yrs) – Ministry of Women Affairs
3. Pre-nursery/playgroup (3 to 4 yrs) – Ministry of Education
4. Kindergarten/preschool (3 to 5 yrs) – Ministry of Education
5. Filing of application
6. Screening by designated authority (site, personnel, infrastructure, funding/management arrangements, etc.)
7. Licensing

Caveat for Closure of a Center

Persistent failure to meet core standards – particularly relating to issues such as safety, health, and child abuse

Parental/Community Involvement

1. Regular interactive visits by parents to the center
2. Follow up on children's performance
3. Provision of meals while at the center
4. Participation at PTA
5. Material/monetary resource contributions
6. Provision of special services
7. ECD should be part of school development plan articulated by the School Based Management Committee (SBMC)
8. Government Involvement
9. Licensing
10. Supervision/monitoring (quality control)
11. Training of suitably qualified personnel
12. Provision of infrastructure, personnel, and gender-fair instructional materials for government- and/or community-owned centers

Instructions and Key

WHAT TO DO

To complete this self-audit: 1) Use a different color ink for each letter (e.g. red – A, blue – B, etc.) ; 2) Append the relevant letter from the key to the “Indicator” in each section

KEY

- A – In Place
- B – Partially in Place
- C – Not in Place, but Planned
- D – Not in Place, and Not Planned

NUMERIC SCORING*

- A – 5 Points
- B – 3 or 4 Points
- C – 2 Points
- D – 0 or 1 Point

Admissions and Reception

- Total Possible Score: 30
- ≥ 25 Points – Outstanding
- ≥ 20 Points – Good
- ≥ 15 Points- Adequate
- ≤ 14 Points- Weak

Child Survival

- Total Possible Score: 15
- ≥ 10 Points- Outstanding
- ≥ 5 Points- Good
- ≥ 3 Points- Adequate
- ≤ 2 Points –Weak

*The School Readiness (SR) tool, the last section in *Transitions*, was developed with a view to helping early years practitioners assess the school readiness of individual children at the age of 5 within a widely-endorsed standardized framework, put forward by early years experts. The SR tool has been included to help early learning practitioners chart the progress of children at earlier ages as these children move towards the early learning goals. Attainment of these goals represents the platform for transitioning successfully into primary school. The SR tool is not part of the toolkit for evaluating centers and as such has been excluded from the rating system devised for measuring the performance of institutions.

Early Learning

- Total Possible Score: 55
- ≥ 45 Points – Outstanding
- ≥ 30 Points – Good
- ≥ 15 Points – Adequate
- ≤ 14 Points – Weak

Physical Development

- Total Possible Score: 10
- ≥ 7 – Outstanding
- ≥ 5 – Good
- ≥ 3 – Adequate
- ≤ 2 – Weak

Child Participation

- Total Possible Score: 55
- ≥ 40 – Outstanding
- ≥ 30 – Good
- ≥ 20 – Adequate
- ≤ 19 – Weak

Healthy and Safe Environment

- Total Possible Score: 50
- ≥ 30 – Outstanding
- ≥ 20 – Good
- ≥ 10 – Adequate
- ≤ 9 – Weak

Staff Recruitment and Training

- Total Possible Score: 15
- ≥ 10 – Outstanding
- ≥ 7 – Good
- ≥ 5 – Adequate
- ≤ 4 – Weak

National Legislation and Policies

Total Possible Score: 10

- ≥ 7 – Outstanding
- ≥ 5 – Good
- ≥ 3 – Adequate
- ≤ 2 – Weak

Leadership and Management

Total Possible Score: 60

- ≥ 50 – Outstanding
- ≥ 40 – Good
- ≥ 30 – Adequate
- ≤ 29 – Weak

Parental Education

Total Possible Score: 20

- ≥ 15 – Outstanding
- ≥ 10 – Good
- ≥ 5 – Adequate
- ≤ 4 – Weak

Numeric Scoring System Grand Total Possible Score: 320

RECOMMENDATIONS

1. Assess your strengths and weaknesses using the Good Home SWOT Analysis.
2. Meet with your colleagues, draw up, assess and agree to a SMART improvement plan.
 - a. Specific
 - b. Measurable
 - c. Achievable
 - d. Realistic
 - e. Time bound
3. Implement your actions/improvements within the agreed time frame.

SCORE COMMENTARY

Mostly As

Outstanding. Work on your minimal deficits. Once those improvements are in place, why not produce a film (video) of “*A Day in the Life of our Early Years Children*.” Have an annual open day and screen it for fellow center operators, parents, and other stakeholders, including government officials, in your community. Follow up the screening with a discussion forum. Join our network of outstanding centres as a Good Home. Quality Service Advocate™.

Many As, Many Bs

Good. However, there are deficits that need to be addressed before the center can be set up as a model for the community. Work hard to meet all quality service requirements and take your place as a Good Home. Quality Service Advocate™.

A few As, Many Bs, Many Cs

Adequate. There are strengths in your services but this score signifies a pressing need to promptly address the wide range of deficits identified. Failure to do so makes it highly likely your center will be short-listed for closer monitoring by the Government inspectorate.

Mostly Ds

If multiple child rights are at risk and there are breaches of the conditions of your registration, the Government inspectorate will take appropriate action. If you want to sustain operations as an early years provider, improve your services in each area of deficit as a matter of urgency. Remember, the caveat for closure from the National Minimum Standards: “persistent failure to meet core standards – particularly relating to such issues as safety, health, and child abuse.”

We recommend visiting an early years center with similar services to your own which is recognized for outstanding provision. Discuss good practice and challenges with the leadership and management of that center and implement lessons learned.

ADMISSIONS & RECEPTION





ADMISSIONS & RECEPTION

EFA 1: Expanding and improving comprehensive early childhood care and education, especially among the most vulnerable and disadvantaged children



Transitions in life are usually marked by special events, ceremonies or rites of passage and denote social expectations, responsibilities and status. The individual is expected to grow into her new role supported by the surrounding community...

...For young children's transitions to be successful, we must recognise that early childhood is a life phase carrying the same rights and importance as any other. It is not merely a training ground for becoming older, but a time for societies to help children cross new thresholds. Peers, families and communities play a critical role in priming children for their next steps in life.

The Continuum from Home to School
Bernard van Leer Foundation
Early Childhood Matters
November 2006

ADMISSIONS & RECEPTION

NO.	OBJECTIVES	INDICATORS	A	B	C	D	COMMENTS
1	Register children ages 0 to 5 years and reduce the population of children excluded from early years provision in the community	<ul style="list-style-type: none"> Annual data from National Population Commission or current Local Government records indicating population of children in the community ages 0 to 5 years in and out of early years provision Admissions Register indicating population of children ages 0 to 5 years attending the center Enrollment drives (e.g. fliers, posters) to reach out-of-school children including disabled, nomadic, and girl children 					
2	Provide a comfortable and professional transition from home to early years center	<ul style="list-style-type: none"> Individual care and education plans and a file opened for each child on arrival containing all relevant personal data (e.g. 2 passport photos, birth certificate, special needs information, record of next of kin/contact person) Designated caregiver (receptionist) present at center to administer child register Established procedure for receiving incoming children and families 					
3	Enforce equal opportunities for special needs children	<ul style="list-style-type: none"> Designated caregiver (receptionist) Records of pre-entry assessment at intake to detect any special needs Records of referrals to special needs specialists at entry level when necessary Resources for special needs children (e.g. multi-sensory materials, toys) 					

NO.	OBJECTIVES	INDICATORS	A	B	C	D	COMMENTS
4	Ensure smooth and cheerful transition from home to center	<ul style="list-style-type: none"> Resources in reception: toys, illustrated books, learning resources for girls and boys (gender fair) 					
5	Promote a clear sense of identity in the child from start	<ul style="list-style-type: none"> Large bright labels for child's daily-use belongings on arrival 					
6	To foster secure attachments between children and caregivers	<ul style="list-style-type: none"> Each child is allocated a primary caregiver (attachment person) on arrival 					

CHILD SURVIVAL





CHILD SURVIVAL

MDG 1: Eradicate Extreme Hunger and Poverty

Key Target: Halve between 1990 and 2015 the proportion of people who suffer from hunger

Key Indicators: Proportion of population below minimum level of dietary energy consumption

MDG 4: Reduce Child Mortality

Key Target: Reduce by two thirds, between 1990 and 2015, the under-5 mortality rate

Key Indicators: Under-5 mortality rate; infant mortality rate; proportion of 1-year-old children immunized against measles

MDG 6: Combat HIV and AIDS and Malaria and Other Diseases

Key Target: Halve by 2015 and begin to reverse the spread of HIV

Key Indicators: HIV prevalence among pregnant women 15 to 24 years; ratio of school attendance of orphans to school attendance of non-orphans age 10 to 14 years

Preventing mother-to-child transmission of HIV, and identifying and providing treatment for infected mothers and children are among the most pressing health care needs in Africa. Anti-retroviral drug therapy can greatly reduce the chances that transmission will occur and is essential to stemming the rise in child mortality in countries where AIDS has reached epidemic levels. There are signs that coverage levels are improving.

CHILD SURVIVAL

NO.	OBJECTIVES	INDICATORS	A	B	C	D	COMMENTS
1	Promote child health and thus reduce morbidity and mortality in infants and children under 5 through systematic application of key household practices	<ul style="list-style-type: none"> • Availability of safe water from water dispenser or bottled treated water • Child health records for each child detailing regular child health surveillance: <ul style="list-style-type: none"> ○ Oral hygiene ○ Physical inspection ○ Growth monitoring ○ Immunization status • Good sanitation mechanisms: <ul style="list-style-type: none"> ○ Running water ○ Adequate number of potties ○ Clean toilets ○ Ventilated improved pit latrines • Hygiene practices: <ul style="list-style-type: none"> ○ Wash hand basins with water, hand towels, and soap ○ “Wash your hands after using the toilet” signs • Stocked first aid box (splint, bandages, cotton wool, antiseptic, scissors, methylated spirits, adhesives, liniment, analgesics, thermometer, dusting powder, petroleum jelly) • Written policy on action to take with ill children with clear communication guidelines • Strong partnerships between center and stakeholder agencies (e.g. clinics/hospitals, family social services centers, police stations, fire stations, churches, mosques etc.) 					

NO.	OBJECTIVES	INDICATORS	A	B	C	D	COMMENTS
2	Promote MDG 6 by combating HIV/AIDS	<ul style="list-style-type: none"> • Records to show that on arrival children are screened for HIV/AIDS • Records to show that HIV/AIDS children are referred immediately to health facility for appropriate treatment 					
3	Promote MDG 1 by provision of nutritional care to promote healthy growth and reduce hunger and malnutrition	<ul style="list-style-type: none"> • Planning menus with dietician or nutritionist • Hygienic kitchen • <i>Infants 0 to 6 months</i> <ul style="list-style-type: none"> • Safe storage and clearly labeled expressed breast milk and prepared milk • Introduction of complementary feeding provisions which are safely stored: <ul style="list-style-type: none"> ○ Nutrient rich foods (e.g. fruit, vegetables, fish, poultry, iodized salt, food fortified with vitamin A and iron) ○ Finger foods are introduced and snacks that the children can eat by themselves • <i>Children 3 to 5 years</i> <ul style="list-style-type: none"> • Less than 5 hours of operations – one snack • Between 5 and 8 hours of operations – 2 snacks and lunch • More than 8 hours of operations – 2 snacks and 2 meals (breakfast and lunch) 					

EARLY LEARNING





EARLY LEARNING

MDG 2: Achieve Universal Primary Education

Key Target: Ensure that by 2015, boys and girls everywhere will be able to complete a full course of good quality primary schooling
Key Indicators: Enrollment in primary education and completion of primary education; Literacy rate of 15 to 24 year-olds, women and men

MDG 3: Promote Gender Equality and Empower Women

Key Target: Eliminate gender disparity in (pre-primary), primary, and secondary education

Key Indicator: Ratios of girls to boys in primary, secondary, and tertiary education

Key determinantsof the programme's success were the community's active participation, the use of play activities to stimulate reading and writing abilities and the development of logical thinking, the use of appropriate local teaching materials ...teachers commitments to their classrooms and to their communities.

Bilingual Education and Community Participation
Bernard van Leer Foundation
Early Childhood Matters
November 2006



EARLY LEARNING

NO.	OBJECTIVES	INDICATORS	A	B	C	D	COMMENTS
1	Ensure curriculum and practice are guided by national policy	<ul style="list-style-type: none"> Availability of stipulated instruction materials or their equivalent (find below) as listed in National Minimum Standards for Early Child Care Centers 					
2	Inculcate a joyful spirit of enquiry	<p><i>0 to 2 Years</i></p> <ul style="list-style-type: none"> Story telling resources (e.g. CDroms, DVDs, cassettes, toys, storybooks for boys and girls) Robust resources with knobs, flaps, keys, or shutters A range of board books, cloth books, and stories to share with young babies CDroms/cassettes or caregivers knowledge of lullabies that children know from home for sharing with others in the center 					
3	Promote exploration of nature and local environments	<ul style="list-style-type: none"> Objects that give young babies opportunities to explore textures, shapes, and sizes Enough space indoors and outdoors for babies to move, roll, stretch, and explore 					
4	Participate in the center through music	<ul style="list-style-type: none"> Provide CDs and tapes of rhymes, stories, sounds, and spoken words Provide tapes and tape recorders so that parents can record familiar, comforting sounds such as lullabies in home languages to help babies settle if they are tired or distressed 					
5	Promote a sense of joy in identity	<ul style="list-style-type: none"> Mirrors where babies can see their reflection Share photographs of children's families, friends, pets, or favorite people 					

NO.	OBJECTIVES	INDICATORS	A	B	C	D	COMMENTS
6	Encourage emergent numeracy in a fun and creative way	<ul style="list-style-type: none"> • Resources which enable children to sort, group, and sequence things and events in their learning and in their play (use words such as first, last, next, before, after, etc.) • Evidence that children exploit the mathematical potential of the outdoor environment by allowing children to discover things about shapes, distance, and measures through their physical activities • Evidence that children exploit the mathematical potential of the indoor environment by enabling children to discover things about numbers, counting, and calculating through practical situations (e.g. dressing up – “Here’s your other shoe”; mealtimes – “Would you like 1 sandwich or 2?”; learning – “How many storybooks have you looked at today?”) • Evidence that children use mathematical terms during play and daily routines (e.g. “more than,” “less than,” “bigger,” “smaller,” “as much as,” “here,” “there”) • Evidence that children are provided a range of activities (i.e. mathematical learning) and are encouraged to count aloud as they order identical objects, hop-sotch, skipping etc. • Encourage children to explore real life problems, to make patterns, and to count and match together (e.g. playing with blocks) • Children are interested, excited, and motivated to learn 					

NO.	OBJECTIVES	INDICATORS	A	B	C	D	COMMENTS
7	Encourage emergent literacy in a fun and creative way	<p>3 to 5 Years</p> <ul style="list-style-type: none"> • An environment rich in signs, symbols, notices, numbers, words, rhymes, and pictures reflecting diversity of children's interests and backgrounds • Listening area where children can enjoy rhymes, stories, and songs • Word banks and writing resources for both indoor and outdoor play • Sufficient time, space, and encouragement to discover and use new words and mathematical ideas, concepts, and language during self-directed play • Center rich in resources for mark making, drawing, modeling, reading, and writing • Children allowed to watch adults reading and writing and encouraged to experiment with writing for themselves through mark making, personal writing, symbols, and conventional script • Children assisted in communicating thoughts, ideas, and feelings and in building up relationships with adults and with each other • Children are interested, excited, and motivated to learn 					
8	Promote a positive attitude and persistence in learning	<ul style="list-style-type: none"> • Ample time for children to pursue their learning without interruption and to return to activities 					

NO.	OBJECTIVES	INDICATORS	A	B	C	D	COMMENTS
9	Encourage psycho-social and emotional development and comfort with own feelings	<p><i>0 to 2 years</i></p> <ul style="list-style-type: none"> • Sofa or comfy chair so that parents and practitioners and young babies can sit together <p><i>3 to 5 years</i></p> <ul style="list-style-type: none"> • Areas in which children can sit and chat with friends (e.g. a snug den) • Resources including picture books and stories that focus on a range of emotions such as “I am happy” • Books and stories in which characters show empathy for others • Activities which involve turn taking and sharing • Planned circle times when children can have an opportunity to talk about their feelings; provide props, such as a sad puppet, that can be used to show how they feel 					
10	Promote respect for own culture and for social diversity and promote a spirit of connection with others	<ul style="list-style-type: none"> • Children within this age group are introduced in a variety of child friendly ways to their own cultures and beliefs and those of other people • Role play area resourced with materials reflecting children’s family lives and communities • Books which represent children’s diverse backgrounds and which avoid negative stereotypes 					
11	Promote self-directed outdoor play	<ul style="list-style-type: none"> • Safe playground with age appropriate equipment which balance risk with safety 					

PHYSICAL DEVELOPMENT





PHYSICAL DEVELOPMENT

CRA s4, 9, 12: Children have a right to develop, to move about, and to play



Play supports children's well-being, healthy growth and development... play deprivation can lead to mental and physical damage to the brain. Children deprived of play often fail to completely develop neural connections needed for later learning; have difficulties with motor tasks, have lower levels of physical activity and are at risk of obesity.

The Importance of Play & Baby Stimulation
Local Champions: A Caregivers Manual for
At Risk Children in Nigerian Institutions
Sponsor A Child
2009

PHYSICAL DEVELOPMENT

NO.	OBJECTIVES	INDICATORS	A	B	C	D	COMMENTS
1	Promote development and joy in babies and children through physical activity	<ul style="list-style-type: none"> Children are motivated and helped to develop movement skills through praise, encouragement, games, and appropriate guidance Caregivers observe children's natural and spontaneous movements through which children get to know their own bodies and explore sensations (e.g. balance) 					
2	Promote well-being and good health in the early years and throughout life	<ul style="list-style-type: none"> Time is provided to support children's understanding of how exercise, eating, sleeping, and hygiene promote good health Time is provided for outdoor play and exercise in a safe playground 					

CHILD PARTICIPATION





CHILD PARTICIPATION

EFA 5(3): Create safe, healthy, inclusive, and equitably resourced educational environments conducive to excellence in learning with clearly defined levels of achievement for all



Young children love to participate and to learn through play, personal investigation and freely chosen group work. These aptitudes can be nurtured by appropriate pedagogies (e.g. the social pedagogy approach) and curricula which provide young children with opportunities to choose, negotiate and participate ...

...the (ECCE) centre (should be) a focal point for democratic participation and decision making; bringing parents and people from all sectors of a community together with teachers and local authorities to discuss questions about education, and what communities and societies want for their children.

An interview with John Bennett
Bernard van Leer Foundation
Early Child Matters
November 2006

CHILD PARTICIPATION

NO.	OBJECTIVES	INDICATORS	A	B	C	D	COMMENTS
1	Secure the child's identity upon which his right to participate is founded	<ul style="list-style-type: none"> • Birth registration certificate for all children in individual files 					
2	Prepare the child to associate confidently and healthily with peers, older people, and caregivers through activities which teach social norms	<p><i>0 to 2 years</i></p> <ul style="list-style-type: none"> • Caregivers cuddle, hold, sing for, pace and rock, and put children on their backs • Records of parent–teacher meetings on child's progress • Schedule of activity guided by developmental milestones • Availability of locally produced games and toys • Caregivers familiar with indigenous baby games and rhymes <p><i>3 to 5 years</i></p> <ul style="list-style-type: none"> • Schedule of activity guided by developmental milestones • Records of parent–teacher meetings on child's progress • Children engaged in dynamic interaction through local games and through play using age appropriate props and toys • Children engaged in self-directed play outdoors under the supervision of a caregiver 					
3	Promote pride in identity: family, language, culture	<ul style="list-style-type: none"> • Availability of caregivers familiar with local songs, rhymes, and praise songs or “oriki” delineating family, clan, and ancestral linkages and achievements 					
4	Promote freedom of thought and a sense of responsibility and of fairness in a safe environment	<ul style="list-style-type: none"> • Opportunities for children to choose and negotiate • Provide activities that involve turn taking and sharing • Involve children in developing codes of behavior and taking responsibility for implementing them 					

NO.	OBJECTIVES	INDICATORS	A	B	C	D	COMMENTS
5	Promote a democratic spirit of turn taking, listening, and speaking out	<ul style="list-style-type: none"> Regular short periods when individuals listen to others such as singing a short song or sharing experiences Encourage children to participate and to exercise agency (e.g. pour own drinks, serve own food, choose a story, hold a puppet, water a plant) 					
6	Foster a sense of belonging in children and a strong social identity	<ul style="list-style-type: none"> Use of children's first languages as a resource for their learning and development 					
7	Promote learning through engagement with the world around them	<ul style="list-style-type: none"> Indoor and outdoor environment rich in natural and man-made resources and in opportunity to participate in pairs and groups indoors and outdoors under supervision Time planned to listen to children who want to talk about significant events and time given to them to formulate thoughts and words to express their feelings 					
8	Promote interest in and respect for the various cultures that make up Nigeria	<ul style="list-style-type: none"> Adults speaking the various languages represented in the children's group are available to support the children as they speak and share Opportunities provided for children to sample food from a variety of cultures and to dress up as members of various cultures 					
9	Promote joy in development	<ul style="list-style-type: none"> Structures of opportunity for children to test and apply their evolving physical, social, cognitive, and emotional capacities 					

NO.	OBJECTIVES	INDICATORS	A	B	C	D	COMMENTS
10	Promote the right to dignity and equal opportunities for all children	<p><i>Special Needs Children</i></p> <ul style="list-style-type: none"> • Records of screening process upon child's arrival and periodic screenings to detect any special needs and to monitor improvements • Learn and Play resources for children with special needs • Caregivers trained to care for special needs children • Training in the care and education of special needs children • Records documenting referrals to specialists when necessary • Provision of disabled toilet and ramps for wheelchairs at all entry points where necessary 					
11	Promote gender equality and avoid gender stereotyping	<ul style="list-style-type: none"> • Gender fair Information Education & Communication (IEC) charts on display (e.g. "Boys can also cook"; "Girls are great at football") • Gender fair learning materials 					

HEALTHY & SAFE ENVIRONMENT





HEALTHY & SAFE ENVIRONMENT

MDG 4: Reduce Child Mortality

Key Target: Reduce by two thirds, between 1990 and 2015, the under-5 mortality rate

Key Indicators: Under-5 mortality rate; infant mortality rate; proportion of 1-year-old children immunized against measles

MDG 6: Combat HIV and AIDS and Malaria and Other Diseases

Key Target: Halve by 2015 and begin to reverse the spread of HIV

Key Indicators: HIV prevalence among pregnant women 15 to 24 years; ratio of school attendance of orphans to school attendance of non-orphans age 10 to 14 years

MDG 7: Ensure Environmental Sustainability

Key Target: Halve by 2015 the proportion of people without sustainable access to safe drinking water and basic sanitation

Key Indicators: Proportion of population with sustainable access to an improved water source, urban and rural; Proportion of population with access to improved sanitation, urban and rural



Running taps and decent toilets have the potential to transform children's lives. Better sanitation alone could reduce worldwide diarrhoea-related morbidity by more than a third; improved sanitation combined with hygiene awareness and behaviour change could reduce it by two thirds.

HEALTHY & SAFE ENVIRONMENT

NO.	OBJECTIVES	INDICATORS	A	B	C	D	COMMENTS
1	Provide adequate care and supervision for children while in the care of the school	<ul style="list-style-type: none"> National policy staff-child ratios: <ul style="list-style-type: none"> 0 to 3 years: 2 caregivers, 20 children 3 to 5 years: 2 caregivers, 30 to 35 children Sponsor A Child recommends a higher number of caregivers for the following categories: <ul style="list-style-type: none"> 0 to 2 years: 1 caregiver, 3 children 2 to 3 years: 1 caregiver, 4 children 3 to 5 years: 1 caregiver, 8 children 					
2	Protect children from all forms of harm and provide appropriate and immediate response	<ul style="list-style-type: none"> Child Protection Policy clearly displayed and in operation Designated Child Protection Officer Effective complaints procedures and communication guidelines, all clearly displayed Staff training in child protection with procedures and approaches Simple instructions for children in self-protection 					
3	Promote child dignity	<ul style="list-style-type: none"> Zero tolerance of corporal punishment Examples cited by caregivers of positive enforcement of discipline (e.g. language used, actions taken) 					
4	Protect children from risk of exposure to unsuitable people	<ul style="list-style-type: none"> Mechanisms to protect children from unsupervised access of visitors (e.g. visitors child protection affirmation form, out-of-bounds signs) Written arrangements made by parents to protect children from visits from unapproved people Give children basic self-protection training (e.g. knowing to ask a teacher before leaving the room with a visitor) 					
5	Combat HIV/AIDS, malaria, other diseases through environmental sanitation (MDG 6/7)	<ul style="list-style-type: none"> Sanitary conditions devoid of bush, human, animal, and organic waste, litter, and hazardous objects 					

NO.	OBJECTIVES	INDICATORS	A	B	C	D	COMMENTS
6	Ensure compliance with policies and authorized standards of environmental health and safety, including fire safety	<ul style="list-style-type: none"> • Environment not water-logged • Water wells properly covered and secured • Fire extinguishers, filled buckets of sand, fire exits, Fire Safety Officer present • Records of fire drills and fire safety training 					
7	Ensure indoor and outdoor play spaces, furniture, equipment, and toys are suitable and safe	<ul style="list-style-type: none"> • Play spaces grassed or sand filled up to 9 inches • Rubberized or metal play equipment • Soft surface under and around all play equipment to a depth of 300 mm • Seats of play equipment are well-padded with foam and covered in a rubberized fabric 					
8	Ensure premises are of adequate size to accommodate features of the center, children and caregivers, and management/administration of facility	<ul style="list-style-type: none"> • At least 3.5 m² per child under age 2 • At least 2.5 m² per 2 year old • At least 2.3 m² per 3 to 5 year old (National Policy Minimum Standards) 					
9	Prevent accidents and injuries	<ul style="list-style-type: none"> • Play spaces which enable free movement and accommodate up to 25 children with 2 adult supervisors • Classrooms which enable free movement and accommodate up to 25 children with 2 adult supervisors • Secure fencing of spaces through which children can fall (e.g. top of staircase) • Spaces free of water logging • Spaces free of dangerous objects (e.g. glass shards, sharp/rusty knives, forks, rusty damaged equipment) • Medications in properly labeled bottles, stored and out of reach of children • Soft drink/juice bottles used to store poisonous liquids (e.g. Dettol, Izal) properly labelled, stored and out of reach of children 					
10	Minimize risk of respiratory tract diseases (e.g. pneumonia, tuberculosis; MDG 6)	<ul style="list-style-type: none"> • Clean air (i.e. free of tobacco smoke/smoke from biomass cooking fuels like wood, dried manure, charcoal) • Classrooms have cross-ventilation and are well lit 					

SUPERVISION, STAFF RECRUITMENT, & TRAINING



STAFF RECRUITMENT & TRAINING

EFA 5(4): Enhance the status, morale and professionalism of teachers

Centre staff (should provide) advice and information to parents, (should involve) parents in their work and (should establish) an atmosphere and ethic that ensures a welcome for every child . . .

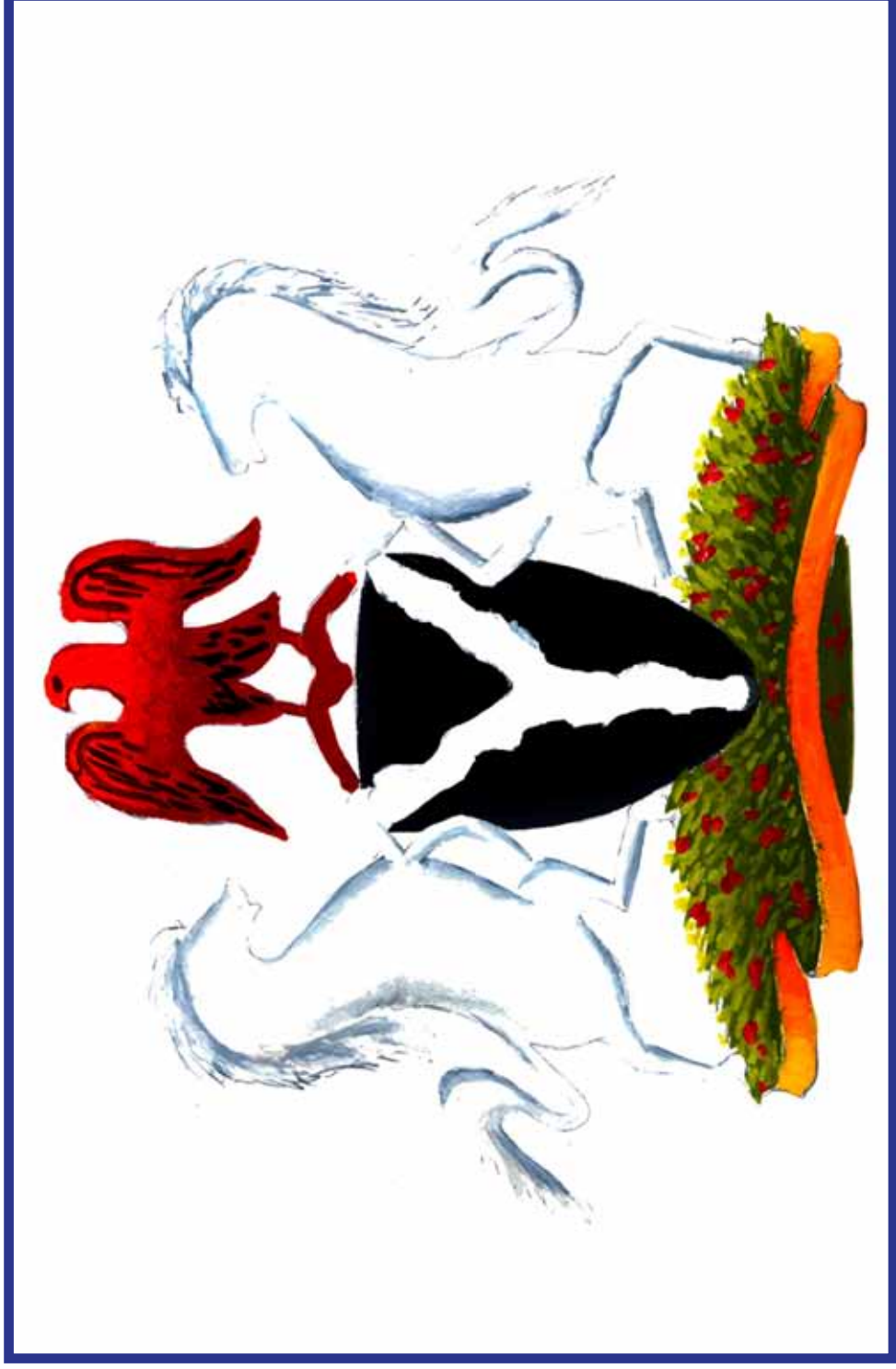
...(teachers) who opt to work in early primary education, (should) receive training in the more informal, child-centred processes of pre-school education and in the often difficult transition process from pre-school; (or the home) to primary school. Special skills, such as the analysis of individual needs and the development of individualised instruction, could be included.

Transitions in the Early Years: A Learning Opportunity
Bernard van Leer Foundation
Early Childhood Matters
November 2006

STAFF RECRUITMENT & TRAINING

NO.	OBJECTIVES	INDICATORS	A	B	C	D	COMMENTS
1	Ensure that only suitable staff are employed and retained	<ul style="list-style-type: none"> Written procedures for safe recruitment Standardized interview format and sample questions Guarantor/referee requirements outlined Child protection policy requirements communicated to candidates including child protection declaration form (e.g. to confirm or deny criminal record) 					
2	Ensure that only competent staff are employed and re-tained	<p><i>Caregiver Qualifications:</i></p> <ul style="list-style-type: none"> 0 to 3 years: basic literacy, not less than 21 years old 3 to 5 years: NCE holders with specialization in ECD, Senior School Certificate holder, not less than 21 years old Caregivers can be retired nurses, teachers, or other retirees with experience in early childhood care <p><i>Other Credentials:</i></p> <ul style="list-style-type: none"> Reference letters Guarantors letters Police character records (optional) Signed Child Protection Policy statements/declaration forms <p><i>Helpers/Security Guards Qualifications:</i></p> <ul style="list-style-type: none"> Basic Education Certificate or Basic Literacy Certificate 					
3	Build the capacity of the work-force	<ul style="list-style-type: none"> Records of thrice yearly appraisals External and internal training in ECD and related fields (certificates, timetables, etc.) Succession planning 					

NATIONAL LEGISLATION & POLICIES



NATIONAL LEGISLATION & POLICIES

CRA s2.2: Right to Care in an Organization Conforming with Legislated Standards on Health, Safety, Welfare, Staff–Child Ratios, Suitability, and Competence of Staff

For the Early Childhood Care and Development in Nigeria, an integrated approach has been adopted for the care and support given to children aged 0–5 years. This is a holistic approach in which the Federal Ministry of Education collaborates with all line ministries like Health, Environment and Housing, Women Affairs, Information and Communication, Finance, Agriculture and Water Resources, and National Planning Commission to provide interventions for the cognitive, physical, social, moral and emotional development of the child...

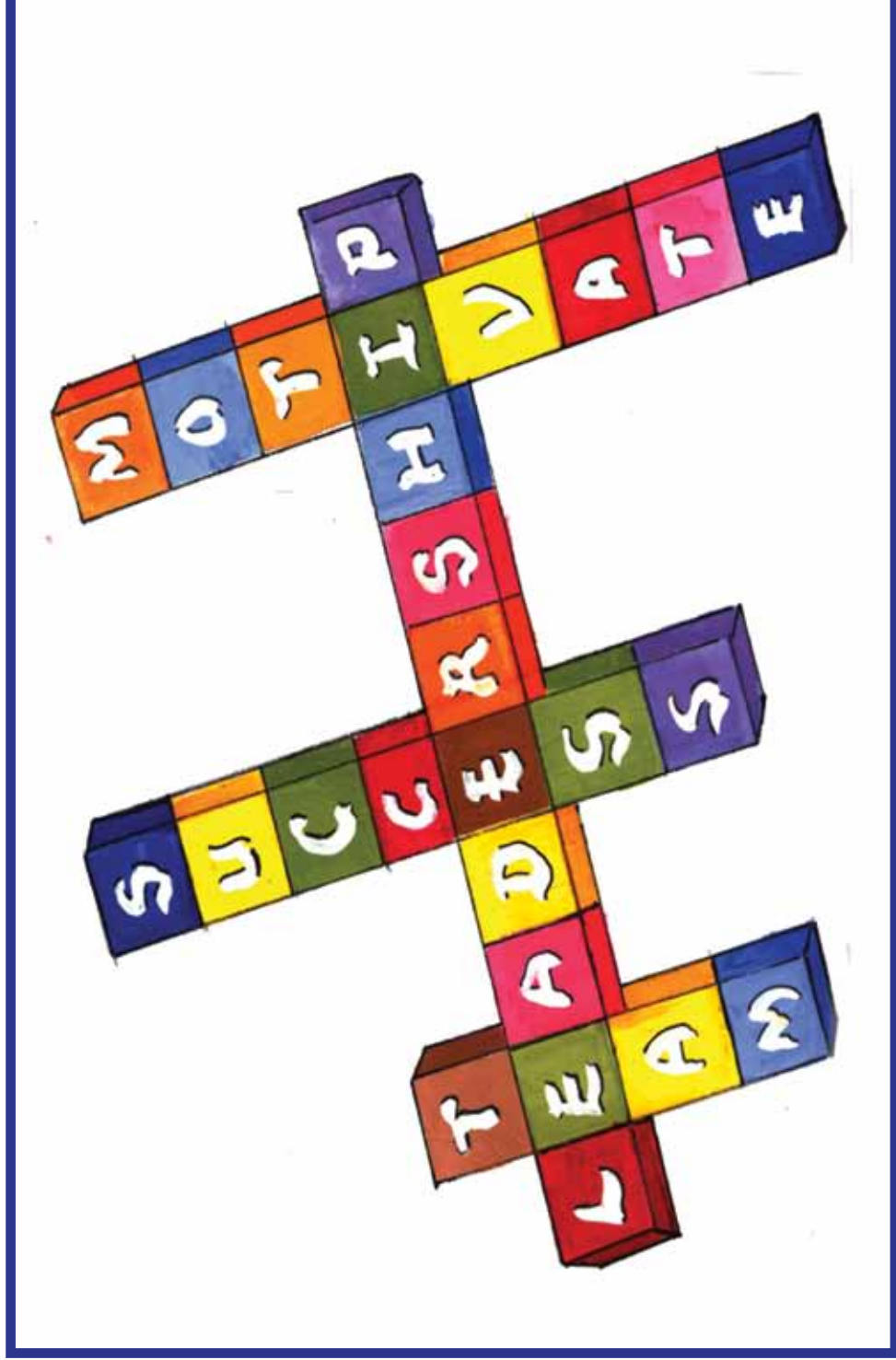
This Policy, therefore, has been inter-sectorally developed to enable the Nigerian child to appropriate all its rights....

Foreword
National Policy for Integrated Early Childhood Development in Nigeria
Dr. Sayyadi Abba Ruma

NATIONAL LEGISLATION & POLICIES

NO.	OBJECTIVES	INDICATORS	A	B	C	D	COMMENTS
1	Ensure the center meets all requirements of its registration status and conditions imposed by the state government	<ul style="list-style-type: none"> Clearly displayed registration certificate Availability of conditions if any imposed by Government Compliance with registration requirements and conditions 					
2	Ensure that the facility meets the requirements of all relevant policies and legislation, particularly the Child Rights Act 2003 or the State equivalent	<ul style="list-style-type: none"> Availability of National Minimum Standards for Early Child Care Centers in Nigeria and National Policy for Integrated Early Childhood Care and Development in Nigeria Availability of Child Rights Act 2003 or State child rights laws Regular monitoring and evaluation using policy compliant tools Clear display of center rules and regulations (e.g. policy on ill children, policy on visitors, behavior policy, child protection policy, special needs policy, equal opportunities policy, etc.) 					

LEADERSHIP & MANAGEMENT





LEADERSHIP & MANAGEMENT

CRA s2.2: Right to Care in an Organization Conforming with Legislated Standards on Health, Safety, Welfare, Staff–Child Ratios, Suitability, and Competence of Staff

Research shows that the single most important predictor of children’s enhanced well-being and, therefore of ECCE quality, is interaction between children and staff and the extent of focus on the needs of the child. Adequate interaction requires reasonable working conditions, including low staff–child ratios and appropriate programme materials...

...continuity in parental involvement, staffing and curricula smooths school transitions for young children. This includes transitions from early childhood and home experiences to the pre-primary environments and into the primary education system. Steps to facilitate these transitions need to be supported...

The Education for All Global Monitoring Report
Bernard van Leer Foundation
Early Childhood Matters
November 2006

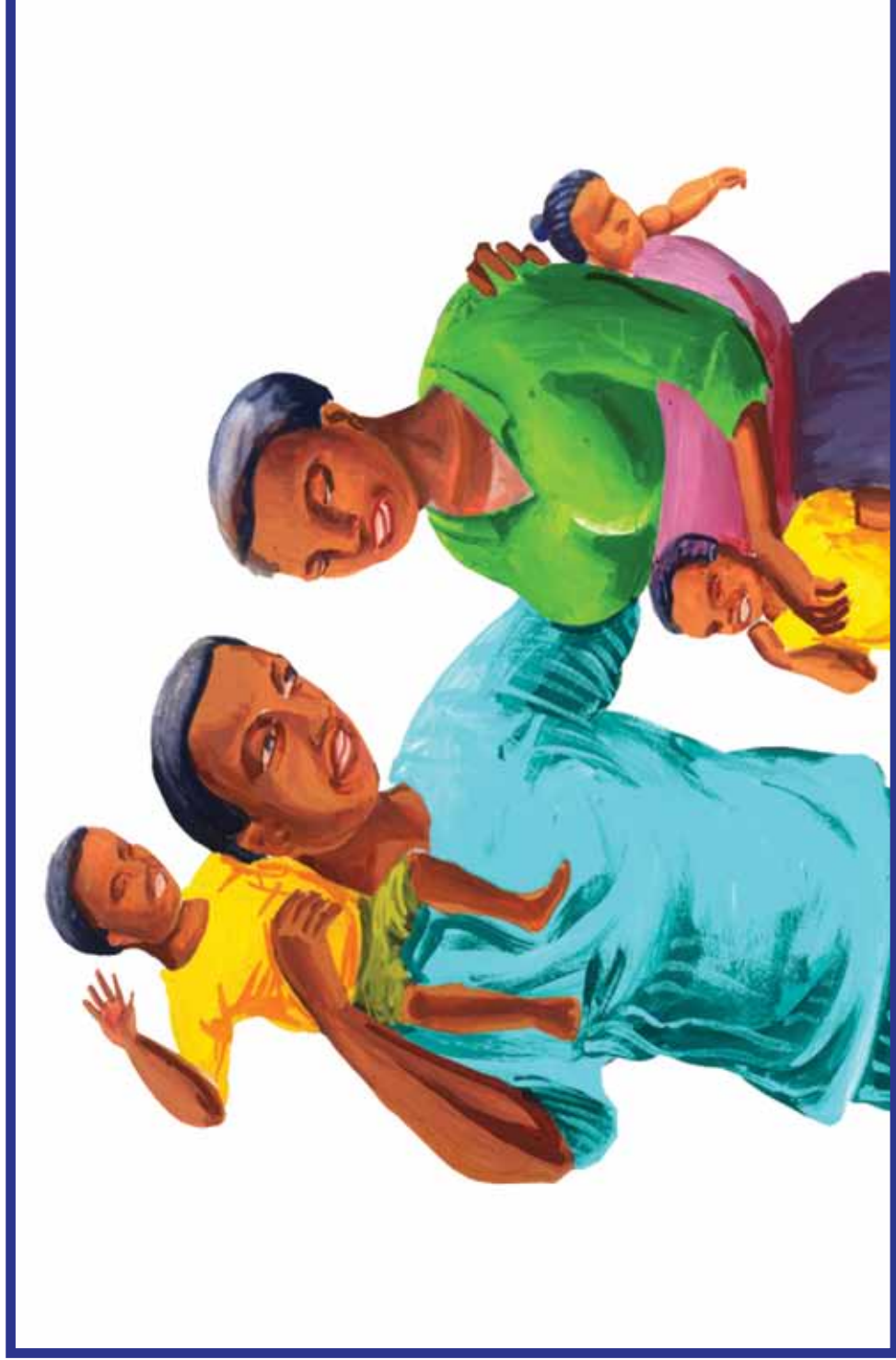
LEADERSHIP & MANAGEMENT

NO.	OBJECTIVES	INDICATORS	A	B	C	D	COMMENTS
1	Ensure successful day-to-day operations of the facility with respect to accounts, budgeting and budget compliance, and purchasing procedures	<ul style="list-style-type: none"> • Standard office equipped with: <ul style="list-style-type: none"> ○ Invoice and receipt books ○ Payment vouchers ○ Ledgers ○ Inventory of school ○ Computer with relevant accounting software (e.g. Peachtree, Microsoft Excel) • Qualified bookkeeper • Qualified administrative officer 					
2	Establish all-round accountability in respect of individual children	<ul style="list-style-type: none"> • Pre-entry assessment protocols (e.g. screening to detect special needs, HIV/AIDS) • Individual care and education plans in individual files containing all relevant child records: <ul style="list-style-type: none"> ○ Name, home address, and certificate of birth ○ Name, home address, and telephone number of parents/ next of kin ○ Special needs information ○ Pre-entry assessment records ○ Continuous assessment records ○ 2 passport photos of the child • Name, home address, and telephone number of every person living or working on the center premises • A daily record of hours of attendance for each child • A record of accidents that occur at the center • A record of any medicinal product administered to any child including: <ul style="list-style-type: none"> ○ The date and circumstances of its administration ○ Who it was administered by ○ A record of parent's consent • School readiness assessments for each child at 5 years 					

NO.	OBJECTIVES	INDICATORS	A	B	C	D	COMMENTS
3	Form an effective leadership structure via clear roles and responsibilities	<ul style="list-style-type: none"> Clearly displayed organogram of supervision 					
4	Establish accountability with respect to the institution	<ul style="list-style-type: none"> Institution's self-audit reports and external evaluation/inspection reports filed and archived School readiness assessments for each outgoing child communicated to receiving primary school Individual care and education plans filed/archived Careful data collection regarding status of children, ECD provision and the workforce 					
5	Encourage good relations with the parents/guardians of children and good community relations and strengthen ECCE in the community	<ul style="list-style-type: none"> Minutes of SBMC meetings and Parent-Teacher conferences Photos of orientation sessions with parents on arrival of new children Minutes of meetings and records of cooperation with the community IECD steering committee Availability of Parental Education Program 					
6	Promote good learning and development outcomes	<ul style="list-style-type: none"> Smaller class sizes per teacher Train teachers in language, literacy, numeracy, and rights Efforts made by leadership to listen to caregivers and children Close attention paid to children and caregivers in areas of: self-esteem, development of social identities, and emotional security 					
7	Promote sound budget management	<ul style="list-style-type: none"> Use of local resources (e.g. mats, stools and chairs and play equipment made of cane, raffia, palm fronds, etc.) 					
8	Promote harmony in relations and resolve conflicts	<ul style="list-style-type: none"> Written behavior policy, reporting procedures 					

NO.	OBJECTIVES	INDICATORS	A	B	C	D	COMMENTS
9	Promote MDG 6 by raising awareness about HIV/AIDS and promoting protective behavior among children	<ul style="list-style-type: none"> • Parental education and staff training in HIV prevention and management • Strict health, hygiene, and safety practices • Encouraging children to follow simple health, hygiene, and safety practices (e.g. handwashing after toilet use, “don’t leave the premises with anyone without telling your teacher”) • HIV/AIDS posters and other IEC materials used at Parental Education Program 					
10	Assure quality of care provision and policy-based outcomes	<ul style="list-style-type: none"> • Availability and use of caregivers manual • Regular training of staff and parents • Regular self-audits using policy compliant tools 					
11	Promote consistency of attendance at the early years center	<ul style="list-style-type: none"> • 0 to 2 years: 4 to 6 hours daily (Nat. Policy); Attendance Register • 3 to 5 years: 4 to 6 hours daily (Nat. Policy); Attendance Register 					
12	Evaluate the progress of MDG 2 – universal primary education and MDG 3 – gender equality, in the center	<ul style="list-style-type: none"> • Records kept of: <ul style="list-style-type: none"> ○ Number of center children annually enrolled into primary school ○ Ratio of girls to boys annually enrolled into primary school ○ Special needs children annually receiving primary education in an institution or at home ○ Number of children from minority groups (e.g. nomadic children, almajiri children) enrolled into primary education at a registered institution ○ Ages of children enrolled into primary school 					

PARENTAL EDUCATION





PARENTAL EDUCATION

EFA 3: Ensuring that the learning needs of all young people and adults are met through equitable access to learning and life skills programs



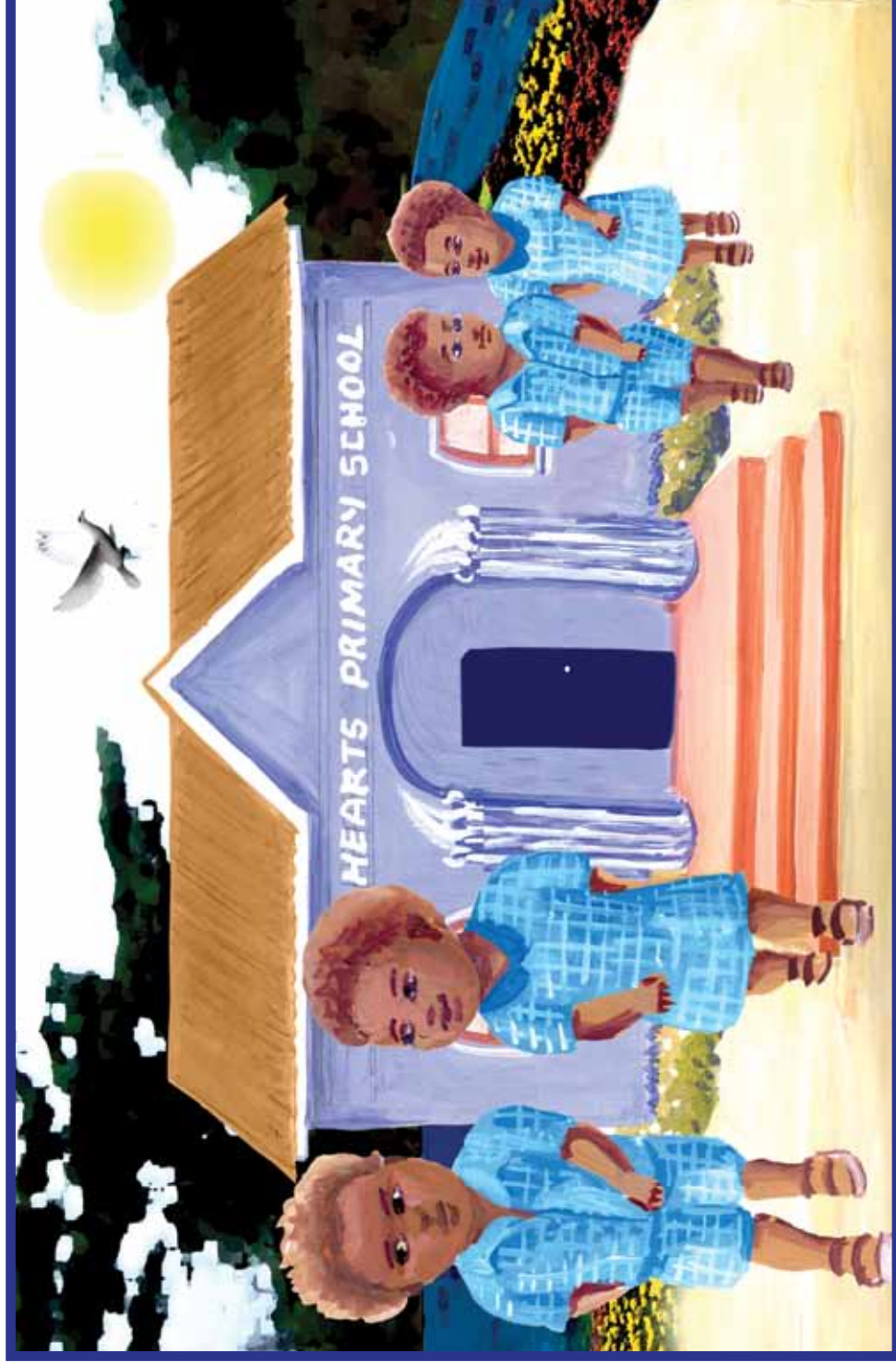
(A Child friendly School) is family focused, strengthening the family as a child's primary caregiver and educator and helping children, parents and teachers establish harmonious, collaborative relationships. It is community based, encouraging local partnerships in education, and acting in and with the community for the sake of the children. Bringing a child's family into the school early in the child's school life is essential to understand the environment from which the child comes and to help parents become active participants and supporters in the education process.

Towards More Child-Friendly Schools
Bernard van Leer Foundation
Early Childhood Matters
November 2006

PARENTAL EDUCATION

NO.	OBJECTIVES	INDICATORS	A	B	C	D	COMMENTS
1	Promote parental understanding and appreciation of ECD	<ul style="list-style-type: none"> • Availability of parental education courses in the early years center • Proportion of parents participating in courses in early childhood development in the center • Feedback from parents in focus group discussions and from one-on-one interviews • Records of course completion • Assessment scores 					
2	Promote parental participation in the activities of the early years center	<ul style="list-style-type: none"> • Proportion of parents participating in the activities of early years center 					
3	Promote Millennium Development Goals	<ul style="list-style-type: none"> • Parental education focuses on: <ul style="list-style-type: none"> ○ Maternal health ○ Immunization, malaria, and common childhood illnesses ○ Health, hygiene, and safety ○ HIV/AIDS ○ Children with special needs ○ Sickle cell anemia ○ Child development milestones • MDG/IEC materials (e.g. posters promoting exclusive breast feeding for 6 months and girl child education) 					
4	Promote EFA 1st goal	<ul style="list-style-type: none"> • Parental education focuses on the importance to human and national development of ECCE 					

SCHOOL READINESS





SCHOOL READINESS

MDG 2: Achieve Universal Primary Education

Key Target: Ensure that by 2015, boys and girls everywhere will be able to complete a full course of good quality primary schooling

Key Indicators: Enrollment in primary education and completion of primary education; Literacy rate of 15 to 24 year olds, women and men

MDG 3: Promote Gender Equality and Empower Women

Key Target: Eliminate gender disparity in (pre-primary), primary, and secondary education

Key Indicator: Ratios of girls to boys in primary, secondary, and tertiary education



The school readiness approach stresses the importance of ECCE in promoting children's development and assuring that children are prepared to enter formal schooling. It seeks to identify the characteristics that children should display when they enter primary school so that they have a good chance of succeeding.

Transitions in the Early Years: A Learning Opportunity
Bernard van Leer Foundation
Early Childhood Matters
November 2006

SCHOOL READINESS ASSESSMENT (5 YEARS OLD)

COGNITIVE DEVELOPMENT

NO.	OBJECTIVES	INDICATORS	Excellent	Very Good	Good	Emerging	COMMENTS
1	Assess self-care	<ul style="list-style-type: none"> Child can dress and undress independently and manage their own personal hygiene Child must be able to select and use activities and resources independently 					
2	Assess numeracy and problem solving skill	<ul style="list-style-type: none"> Child is able to relate addition to combining two groups of objects and subtraction to taking away Child is able to find one more or one less than a given number, from 1 to 10 					
3	Assess musicality of child	<ul style="list-style-type: none"> Child explores the different sounds of instruments 					
4	Assess sense of time	<ul style="list-style-type: none"> Child uses time related words in conversation Child begins to differentiate between past and present 					
5	Assess understanding of ICT	<ul style="list-style-type: none"> Child can complete a simple program on a computer Child can use a mouse and keyboard to interact with age appropriate computer software Child is able to find out about and identify the uses of everyday technology and use information communication technology and program-mable toys to support their learning 					

NO.	OBJECTIVES	INDICATORS	Excellent	Very Good	Good	Emerging	COMMENTS
6	Assess designing and making skills	<ul style="list-style-type: none"> Child can build and construct with a wide range of objects, selecting appropriate resources and adapting their work where necessary Child can select tools and techniques they need to shape, assemble, and join materials they are using 					

LANGUAGE DEVELOPMENT

NO.	OBJECTIVES	INDICATORS	Excellent	Very Good	Good	Emerging	COMMENTS
1	Assess literacy and language fluency	<p><i>Language for Communication</i></p> <ul style="list-style-type: none"> Child has built up a vocabulary that reflects the breadth of their experiences Child is able to use a wide range of words to express or elaborate on ideas Child speaks clearly and audibly with confidence and control and shows awareness of the listener Child listens with enjoyment, and responds to stories, songs, and other music, rhymes, and poems Child retells narratives in the correct sequence, drawing on language patterns of stories 					

NO.	OBJECTIVES	INDICATORS	Excellent	Very Good	Good	Emerging	COMMENTS
	Assess literacy and language fluency (Cont.)	<p><i>Language for Thinking</i></p> <ul style="list-style-type: none"> • Child uses language to imagine and recreate roles and experiences • Child uses talk to organize, sequence, and clarify thinking, ideas, feelings, and events <p><i>Reading</i></p> <ul style="list-style-type: none"> • Child is aware that information can be retrieved from books and computers • Child knows that print carries meaning and, in English, is read from left to right and top to bottom • Child is able to explore and experiment with sounds, words, and texts • Child hears and say sounds in words in the order in which they occur • Child links sounds to letters, naming and sounding the letters of the alphabet <p><i>Writing</i></p> <ul style="list-style-type: none"> • Child is able to use a pencil and hold it effectively to form recognizable letters, most of which are correctly formed • Child uses their phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words • Child can write own name and other things such as labels and captions and begin to form simple sentences, sometimes using punctuation 					

SOCIAL/EMOTIONAL DEVELOPMENT

NO.	OBJECTIVES	INDICATORS	Excellent	Very Good	Good	Emerging	COMMENTS
1	Assess self- confidence and self-esteem	<ul style="list-style-type: none"> • Child expresses needs and feelings in appropriate way • Child responds to significant experiences, showing a range of feelings when appropriate 					
2	Assess social competence, respect, and a sense of connectedness with others	<ul style="list-style-type: none"> • Child works as a part of a group or class, taking turns and sharing fairly, understanding that there are needs to be agreed upon and values and codes of behavior for groups of people, including adults and children, to work together harmoniously • Child can form good relationships with adults and peers 					
3	Assess sense of community	<ul style="list-style-type: none"> • Child understands that people have different needs, views, cultures, and beliefs that need to be treated with respect • Child understands that they can expect others to treat their needs, views, cultures, and beliefs with respect • Child begins to know about their own cultures and beliefs and those of other people • Child feels a sense of belonging to the community and to the center 					

APPROACH TO LEARNING

NO.	OBJECTIVES	INDICATORS	Excellent	Very Good	Good	Emerging	COMMENTS
1	Assess dispositions and attitudes	<ul style="list-style-type: none"> Child becomes confident to try new activities, initiate ideas, and speak in a familiar group Child can maintain attention, concentrate, and sit quietly when appropriate 					

PHYSICAL WELL-BEING AND MOTOR SKILLS

NO.	OBJECTIVES	INDICATORS	Excellent	Very Good	Good	Emergings	COMMENTS
1	Assess physical well-being and motor skills	<ul style="list-style-type: none"> Child can initiate new combinations of movement and gestures in order to express and respond to feelings, ideas, and experiences Child experiments with different ways of moving Child can jump off an object and land appropriately 					

SCHOOL READINESS – SCORE COMMENTARY

Strategies for School Readiness

There is always a story behind the success of children. We attribute the greater part of school readiness to either one of these two advantages:

1. A family living in a smaller sized household. This family has sufficient time and the desire to focus attention on the child's developmental needs. The successful child's parents have a higher educational level and speak the mainstream language – the language of the private early years center in whose activities they are fully involved. The family lives in an urban, resource rich area and man-made well-researched materials for child stimulation are plentiful.

or

2. A supportive, involved family with or without basic literacy levels. They attend parental education classes and make the best use of the resources for learning and playing available in their poor community. These can be general household items and natural materials like stones, twigs, sea shells, seeds, dried flowers, reeds. Their successful child attends a community-owned preschool facility which provides cost effective, home-grown rights-based care and protection services, indicators of which have been detailed in Transitions – these self-audit & monitoring tools.

Is Your Child School-Ready?

Attainment of key early learning goals constitutes school readiness. The indicators can be classified into 5 broad based areas:

1. Cognitive Development/General Knowledge: Cognitive and problem-solving skills such as learning to observe and to note similarities and differences.
2. Language Development: Vocabulary, grammar, and ability to learn and communicate.
3. Social and Emotional Development: Ability to control one's behavior, ability to play and work with other children.
4. Approach to Learning: Enthusiasm, curiosity, persistence, and temperament.
5. Physical Well-Being and Motor Development: Measured in terms of health and growth.

Cognitive & Language Development (1 & 2)

Challenges

Wherever your child's assessment falls into the "Needs to Improve" category, remedial play-work in the areas of deficit is critical to promote confident use of the early learning tools (thinking skills).

Self-directed play and play guided by the caregiver to promote learning through play, will help children acquire the early learning tools. The tools for language fluency – phonics – should be acquired during these kindergarten years.

Numeracy and problem solving tools, such as adding and subtracting, should be acquired during these kindergarten years.

- Phonics are examples of language tools.
- Sorting, grouping, matching, stacking (things, ideas, colors) are examples of problem solving tools.
- Putting in, taking out, and replacing are examples of numeracy tools.

Though we strongly discourage authoritarian drilling (it is guaranteed to kill the joy of learning) early learning tools are acquired also through more “formal” approaches for promoting emergent literacy and numeracy. Children can sit down at their desks with their numeracy and literacy activity books, pencils (or with other materials) in-hand, and creatively practice their numbers and letters. Remedial work can be approached in this way.

The tools listed above are some of the blocks on which future learning is built. Equipped with them, your child will make the transition to Grade 1 smoothly and will make smooth academic progress through primary school. Without confident use of the early learning tools, your child will be burdened with learning challenges, and will be at risk of dropping out of primary school.

Joyful Progress

Confident use of the early learning tools denotes your child's readiness for school. However, his progress must not be viewed in terms of competition with other children who may experience challenges. While praising his achievements and

efforts, and protecting his joy in learning, encourage him to experience empathy and a sense of connection with others who may struggle in areas he handles comfortably.

Social/Emotional Development & Approach to Learning (3 & 4) *Challenges*

If the child's social and emotional development is impaired for any reason, falling into the “Needs to Improve” category, his approach to learning will reflect this deficit. Caregivers should observe the challenged child carefully as he interacts with others (children and staff) and as he plays or works on his own. The caregiver should try to identify what the problem is.

The Questions

- Is the child being bullied?
- Is he unpopular for any reason? Is he feeling left out? If so, what is the reason?
- Is there a language or cultural barrier?
- Is his family involved in his development and pre-school life?
- Is he under-nourished?
- Was the child screened for special needs on arrival at the center?

Prompt Response

- The needs of the child should be identified, recorded in his Individual Care and Education Plan, and responded to promptly.
- Responses will often involve remedial play-work, and loving and consistent attention and actions in his areas of deficit.

- If need be, appropriate specialist referrals should be made. Information should be shared promptly with parents or guardians or other concerned family members so that continuity of therapy is assured. Parental education organized within the community of the early years center should be insisted upon as the child's right and in his best interests.

Physical Well-Being & Motor Development (5)

Physical Well-Being: Healthy Kids

Routinely immunized children, who additionally undergo routine child health surveillance and who are well-nourished by the school's nutritious feeding program, should score between "Good" and "Excellent" in physical well-being.

Physical Well-Being: Sickly Children

If families and/or the early years center do not ensure routine immunization and routine child health surveillance, nutrition, and other health promoting measures, the center and/or family is in violation of the child's right to health which is a legal entitlement (Child Rights Act 2003) emphasized in the national policy on IECD. The policy imposes on all early years centers and families an obligation to fulfill multiple children's rights at the heart of which is the child's right to health. The Guidelines for the Implementation of the National Early Childhood Policy in Nigeria (available from Unicef) is a toolkit for implementing all aspects of the national policy on IECD.

Motor Development: Poor Coordination

If the child suffers from poor coordination, his gross motor skills will improve with regular and consistent play and practice

indoors and outdoors, aimed at strengthening the child's weak areas. If the problem persists, the caregiver should refer the child to a doctor.

If the child's fine motor skills are poor, the caregiver should identify the root of the problem and work on it patiently with him until he catches up. If for example, the child finds writing difficult, the caregiver should strive to find out if for example, it is a problem of hand-eye coordination. If this is the case, the caregiver and child should address it by remedial play-work applied lovingly and consistently as therapy to improve coordination and/or refer the child to a doctor or therapist.

Motor Development: Good Coordination

If the family and center fulfill the rights of the child to good nutrition, his right to learn and to play indoors and outdoors, ensuring plenty of opportunity for movement, children should enjoy sound motor development given their starting points.

How Do We Improve Our Children's School Readiness?

Recommendations

Message to Government

- Early childhood and pre-primary services should reflect an awareness of the value of integrating ECCE with primary education, establishing continuity in kindergarten and primary school curricula and between home and school, and carrying out special activities aimed at easing entry into primary school for disadvantaged children who have not benefitted from ECCE programs.

- Government should promote a strong and equal partnership between the early years center and the primary school and ensure that early childhood approaches with their emphasis on natural learning strategies of children (play, personal investigation, active learning, project work, group work) are respected and reflected in junior classes of the primary school.
- Government should ensure that special attention is paid to the first years of primary school. Government should ensure that resources are invested to promote a child friendly culture to welcome incoming children. Child friendly schools are inclusive, academically effective with all children, healthy and protective of all children, gender sensitive, and participatory, encouraging children, parents, and the community to get involved with school affairs.
- Government should emphasize equity and inclusion and actively seek out hard to reach children in partnership with the early years centers.
- Government should actively support parenting education programs which should take place within the community of the early years center.

Message to Kindergarten Teachers

Kindergarten teachers should avoid pre-primary approaches which are enshrined in the old colonial model which promotes competition, elitism, and a narrow educational focus divorced from the needs of the poorest children and communities.

Kindergarten teachers should choose egalitarian models focusing on the well-being and general development of young children, in association with their parents and communities.

- Teachers should deliver special activities aimed at easing the transition into primary school.
- Teachers should establish institutional contacts well-ahead of time. Why not bring “graduating” children to visit the school in advance?
- Teachers should establish or strengthen contacts between themselves and the new teachers.
- They should share information regularly with and offer advice to parents.
- They should involve parents with their work and establish an atmosphere and ethic that ensures a welcome for every child.
- Teachers and parents should cater to the desire of children to move forward with their closest friends.
- Teachers should ensure the receiving primary school has a copy of the child’s school readiness assessment scores which should include actions and recommendations for addressing the child’s special needs.

Message to Parents

- Parents and other family members should actively participate in parenting education programs and in the activities of the early years center. This should include participating in classroom learning.
- Parents are normally the main emotional anchors and points of reference for their children. They should be

involved in the transition from home to school actively from the beginning, purposely talking through issues with their children.

- Parents should continue their contacts with the kindergarten/pre-primary school and should forge relationships with the new teachers at the primary school.

Message to Grade 1 Teachers

- Grade 1 teachers should respect and reflect early childhood approaches with their emphasis on the natural learning strategies of children (play, personal investigation, active learning, project work, group work) in their Grade 1 (receiving) class.
- They should respect cultures of the incoming children.
- Children should be encouraged to talk about significant events and given ample time to formulate thoughts and words to express their feelings.
- Adults speaking the various languages represented in the children's group should be available to support the children as they speak and share.
- Opportunities for children to sample food from a variety of cultures and to dress up as members of various cultures should be provided.

Conclusion

We conclude this commentary on School Readiness with a definition of terms used frequently to describe early childhood care and education and which reference different approaches to early learning. One is the social pedagogy approach, and the other, the pre-primary:

1. Kindergarten: This facility emphasizes play, socio-emotional development, holistic project work, and parental inputs. Cognitive development is promoted but in fun, creative ways. Teachers do not force children to achieve a pre-specified level of knowledge and proficiency at a given age.
2. Pre-primary school: This facility functions like a junior primary school and is structured around age cohorts, high child-staff ratios, a focus on cognitive development and learning standards, and relatively few parental inputs.

Of the 2 approaches, Sponsor A Child recommends the Kindergarten – the social pedagogy approach. At its heart are the social, creative, and democratic goals, essential for people and nation building. When identifying the characteristics that underpin school readiness, while need to promote cognitive development is undisputed, we go beyond cognitive development and look for early learners moving steadily toward the fulfilment of social, creative, and democratic goals.

APPENDIX

SWOT Analysis

STRENGTHS	WEAKNESSES
<p><i>Provide a summary of high development priorities you have fully in place.</i></p>	<p><i>Provide a summary of high development priorities you lack or in which there are weaknesses.</i></p>
OPPORTUNITIES	THREATS
<p><i>Identify factors that will help you in your quest to make improvements in high priority areas e.g. a wealthy donor interested in the progress of your center; a supportive local government chairman, etc.</i></p>	<p><i>Identify obstacles to making improvements in high priority areas e.g. an uncaring trustee/director; financial difficulties; lack of political will in your local government for the improvement of child welfare or for school's improvement, etc.</i></p>

SWOT Analysis Example

STRENGTHS	WEAKNESSES
<p><i>Provide a summary of high development priorities you have fully in place.</i></p> <ol style="list-style-type: none"> 1. We are strong on Child Participation and children are encouraged to speak out, ask questions, choose, negotiate. 2. We are strong on Staff Recruitment and our appraisals are useful exercises. 3. We are strong in Child Survival. <p>OPPORTUNITIES</p> <p><i>Identify factors that will help you in your quest to make improvements in high priority areas e.g. a wealthy donor interested in the progress of your center; a supportive local government chairman, etc.</i></p> <ol style="list-style-type: none"> 1. We have a new director who has worked in a special needs institute and will be a valuable resource in educational and physical development planning for special needs children. 2. One of our parents has recently donated N500,000 to our nursery. This could be used to fund a special needs educator for our nursery. 	<p><i>Provide a summary of high development priorities you lack or in which there are weaknesses.</i></p> <ol style="list-style-type: none"> 1. We are yet to start seriously planning to accommodate special needs children. 2. We are yet to have a strategy for succession and will have difficulties replacing our long standing senior staff with existing staff. <p>THREATS</p> <p><i>Identify obstacles to making improvements in high priority areas e.g. an uncaring trustee/director; financial difficulties; lack of political will in your local government for the improvement of child welfare or for school's improvement, etc.</i></p> <ol style="list-style-type: none"> 1. One of our senior staff might be leaving at the end of the term. 2. Our new director, Mrs. Sanusi, is progressive and committed to the cause of special needs children. However, our board of directors is mostly conservative. They might resist outreach and special planning for special needs children despite the fact that if we are to move our rating from "good" to "outstanding" in Child Participation, it would help to become inclusive.

Transitions Self Audit Tools – Score Sheet

Name of Institution:

1. ADMISSION & RECEPTION

Total Possible Score: 30

Your Score.....

Tick	Outstanding	Good	Adequate	Weak
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2. CHILD SURVIVAL

Total Possible Score: 15

Your Score.....

Tick	Outstanding	Good	Adequate	Weak
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3. EARLY LEARNING

Total Possible Score: 55

Your Score.....

Tick	Outstanding	Good	Adequate	Weak
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4. PHYSICAL DEVELOPMENT

Total Possible Score: 10

Your Score.....

Tick	Outstanding	Good	Adequate	Weak
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5. CHILD PARTICIPATION

Total Possible Score: 55

Your Score.....

Tick	Outstanding	Good	Adequate	Weak
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6. HEALTHY & SAFE ENVIRONMENT

Total Possible Score: 50

Your Score.....

Tick	Outstanding	Good	Adequate	Weak
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7. STAFF RECRUITMENT & TRAINING

Total Possible Score: 15

Your Score.....

Tick	Outstanding	Good	Adequate	Weak
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8. NATIONAL LEGISLATION & POLICIES

Total Possible Score: 10

Your Score.....

Tick	Outstanding	Good	Adequate	Weak
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9. LEADERSHIP & MANAGEMENT

Total Possible Score: 60

Your Score.....

Tick	Outstanding	Good	Adequate	Weak
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10. PARENTAL EDUCATION

Total Possible Score: 20

Your Score.....

Tick	Outstanding	Good	Adequate	Weak
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Grand Total Possible: 320

Your Grand Total Score.....

Your Overall Rating.....

Once you have completed the self-audit of your institution and filled out the score sheet, kindly scan and email it before the deadline to sponsormychild@yahoo.com. Your email subject heading should read: *Transitions Self Audit Score Sheet + name of your institution.*

List of Child Rights

The Nigeria Child Rights Act (CRA 2003) is Nigeria's federal equivalent to the UN Convention on the Rights of the Child (1989). Currently 20 states have domesticated the CRA into law: Lagos State adopted it as law in December 2007. Nigeria's CRA corresponds with the articles of the African Charter on the Rights and Welfare of the Child (1990) also derived from the UN Convention on the Rights of the Child – the most ratified convention in world history with 191 countries participating. The rights in the Convention, in the African Charter, and in our national and state equivalents are anchored on 4 pillars: (1) survival/life, (2) development, (3) protection, and (4) participation. Dominant themes running through the legislation include consideration for the evolving capacities of children, respect for children, respect toward children, child consultation in relevant decision making, and children's best interests at all times. Duty bearers in child rights should become familiar with the laws listed here. We call them our “working rights.”

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. Right to Have Best Interests Considered as Paramount in All Decision Making (CRA s1) 2. Right to Care in an Organization Conforming with Legislated Standards on Health, Safety, Welfare, Staff-Child Ratios, Suitability, and Competence of Staff (CRA s2.2) 3. Right to Survival and Development (CRA s4) 4. Right to Identity (CRA s5) 5. Freedom of Association and Peaceful Assembly (CRA s6) 6. Right to Communicate (Freedom of Thought, Conscience, and Religion [CRA s7 & 8]) 7. Freedom of Movement (CRA s9) 8. Freedom from Discrimination (CRA s10) 9. Right to Privacy, Honor, and Reputation (CRA s11) 10. Right to Protection from Neglect, Maltreatment, Sexual Abuse, and Torture (CRA s11) | <ol style="list-style-type: none"> 11. Right to Dignity (CRA s11) 12. Freedom from Slavery and Servitude (CRA s11) 13. Right to Leisure and Recreation and to the Provision of Recreational Facilities (CRA s12) 14. Right to Health and Health Services (CRA s13) 15. Right to Parental Care, Protection, and Maintenance (CRA s14) 16. Right to Education (CRA s15) 17. Right to Special Protection for Children in Especially Difficult Circumstances (CRA s16) 18. Right of the Unborn Child to Protection from Harm (CRA s17) 19. Right to the Guidance of Authorized Caregivers (CRA s20) 20. Right to Protection from Child Marriage (CRA s21–23) |
|--|--|

21. Right to Protection from Exposure to Use, Production, and Trafficking of Narcotic Drugs (CRA s25)
22. Right to Protection from Use in Criminal Activities (CRA s26)
23. Right to Protection from Abduction, Removal, and Transfer from Lawful Custody (CRA s27)
24. Right to Protection from Child Labor (CRA s28)
25. Right to Protection from Being Sold/Trafficked (CRA s30)
26. Right to Protection from Unlawful Sexual Intercourse (CRA s31)
27. Right to Protection from Recruitment into the Armed Forces and from Involvement in Military Operations or Hostilities (CRA s34)
28. Right to Protection from Exposure to Harmful Publications (CRA s36–38)
29. Right to Protection from Unsuitable or Disqualified Caregivers (CRA s123 & 197)
30. Right to Due Process in Adoption (CRA s125–148)
31. Right to Care Only in a Registered Children’s Home and to Safety and Appropriate Welfare Therein (CRA s195–197)
32. Right to the Child Justice System and Its Processes (CRA s204–238)

RESPONSIBILITIES OF THE CHILD

Where there are rights, there are also responsibilities. The Child Rights Act (2003) addresses these responsibilities. They involve the responsibility of the child to his parents and family, to his community, his nation, and to the world. Provisions in the Act emphasize the need for the child to demonstrate respect and honorable conduct at all times to all people including his peers. The child’s responsibility toward maintaining peace and the common good, including the good of his peers, is a recurrent theme. To this end the Act exhorts parents and authorized caregivers to provide all manner of guidance to their children appropriate to their evolving capacities. (See CRA s19)

Millennium Development and Education For All Goals

MILLENNIUM DEVELOPMENT GOALS

The Millennium Development Goals (2000) are 8 international development goals that 189 United Nations member states and at least 23 international organizations have agreed to achieve by 2015. The goals were developed out of the 8 chapters of the United Nations Millennium Declaration (2000). They aim to spur development by improving social and economic conditions in the world's poorest countries.

Goal 1: Eradicate Extreme Hunger and Poverty

Goal 2: Achieve Universal Primary Education

Goal 3: Promote Gender Equality and Empower Women

Goal 4: Reduce Child Mortality

Goal 5: Improve Maternal Health

Goal 6: Combat HIV/AIDS, Malaria, and Other Diseases

Goal 7: Ensure Environmental Sustainability

Goal 8: Develop a Global Partnership for Development

EDUCATION FOR ALL GOALS (DAKAR 2000)

1. Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.
2. Ensuring that by 2015 all children, particularly girls, children in difficult circumstances, and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality.
3. Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programs.
4. Achieving a 50 percent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.
5. Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.
6. Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy, and essential life skills.

Useful Information and Contacts

NON-GOVERNMENTAL ORGANIZATIONS

Sponsor A Child

SAC is a Nigerian charity established for the relief of poverty, distress, and sickness and for the educational advancement of orphans and other children at risk in institutions and in the poorest communities of Nigeria. Child rights form the basis of our organization's activities.

Selina House

Plot 300 Adeola Odeku Street

Victoria Island, Lagos

tel: 0803 344 7167

email: info@sponsorachildnigeria.org / sponsormychild@yahoo.com

website: www.sponsorachildnigeria.org

Child Lifeline

The objectives of CLL are (1) the promotion of care, well-being, and development of children in need especially the destitute, the abused, and the homeless, (2) the rehabilitation of Nigeria's street children including the provision of hostels and, wherever possible, re-uniting children with their families, and (3) the provision of counseling services and education and vocational skills training for children and young persons in need to enable them to become self-supporting in various trades and occupations.

Child Lifeline Headquarters Office

25 Majaro Street

Onike, Yaba, Lagos

tel: 0806 246 9965

email: childlifeline94@yahoo.com

website: www.childlifeline.org

Child Lifeline Centre

Welfare Road (off Ibeshe Road)

Ikorodu, Lagos State

Communicating for Change

CFC is a non-governmental media organization and a successful maker of film documentaries which promote social and environmental change. CFC is also a vendor of films made by organizations such as UNICEF and TVE (Television for the Environment) which promote social and environmental change. Many of these films are short and are a useful audiovisual means of creating awareness of particular issues. CFC stocks many films on DVD and video recommended for use by community based organizations within educational and capacity building fora for adults and children.

55 Aba Johnson Crescent (off Adeniyi Jones Road)

Ikeja, Lagos

tel: 01 8980164 / 01 4966011 / 01 4966013

email: info@cfcnigeria.org

website: www.cfcnigeria.org

Compass Project

Compass donates insecticide treated bed nets (ITNs) and child survival information charts to community based organizations.

Lagos Field Office
Citeco Tower
Plot 7 Ahabi Cole Street
Agidingbi, Ikeja, Lagos
tel: 01 4723483
email: chart@compassnigeria.org
website: www.compassnigeria.org

Human Development Initiatives (HDI)

HDI is a not-for-profit organization whose main objectives are, inter alia, to build human capacity with an emphasis on human development and to promote human development ideals. The commitment of the organization to its beneficiaries/users extends from childhood through to adulthood. HDI provides, inter alia, the following services: (1) legal rights and psycho-social counseling; (2) life skills and economic empowerment; (3) health rights information and intervention; (4) child helpline (01 7613322).

2, Iwaya Road
Onike, Lagos, Nigeria
P.O Box 1642
Sabo, Yaba, Lagos, Nigeria
tel: 01 4706643
email: info@hdnigeria.org / hudev2001@yahoo.com
website: www.hdnigeria.org

SPECIAL NEEDS EDUCATION

Caring for Your Baby and Young Child: Birth to Age 5

A book by Steven Shelov and Robert E. Hannermann with a focus on early childhood care and care for children with special needs.

Pure Souls

A magazine on autism published by Autism Care Foundation.
email: gloriaJesJames@yahoo.co.uk

The Zamarr Institute (Training & Education)

The Zamarr Institute's mission and objectives include improving the quality of life for children living with autism and other related conditions and setting new standards in the provision of Special Education in Nigeria.

27 Libreville Street
Wuse II, Abuja
tel: 0802 765 3255 / 0805 864 9760
email: info@thezamarrinstitute.org / kjkatagum@yahoo.com
website: www.thezamarrinstitute.org

MEDICAL CONSULTANTS

SAC National Volunteer Doctors Program

Dr. Godswill Iboma, godswill@yahoo.com
Dr. Weniya Alli, waynemacho2007@yahoo.com
Mrs. Lola Sofowora (Child Health Worker), oshofowora@yahoo.com
Mrs. Laide Oyenuga (Health Educationist), tosfet@yahoo.co.uk

Society for Family Health

Society for Family Health is an indigenous Nigerian non-profit organization specializing in public health interventions in the area of HIV/AIDS, reproductive health, and maternal child health. Society for Family Health is the national distributor of PUR – point-of-use water purifier from Procter & Gamble, Nigeria.

Awaye House, 2nd floor (Suites 5 & 6)
Lagos-Badagry Expressway (Coker bus stop)
Orile Iganmu, Lagos
tel: 01 7742745 / 0803 076 3097 / 0803 461 8297

NIGERIAN GOVERNMENT AGENCIES

Economic and Financial Crimes Commission (EFCC)

The menace of advance fee fraud (419), money laundering, and other finance related crimes, and the recognition of the magnitude and gravity of the situation, led to the establishment in 2004 of EFCC. The legal instrument backing the Commission is the EFCC (Establishment) Act 2002. EFCC has high-level support from the presidency, legislature, and key security and law enforcement agencies.

No. 5 Fomella Street (off Adetokunbo Ademola Crescent)
Wuse II, Abuja
tel: 09 6441000
email: info@efccnigeria.org
website: www.efccnigeria.org

Fire Stations

Nigerian firemen can be contacted at fire stations. They will install fire extinguishers and will provide training in fire safety for child care institutions in our communities.

ABUJA

Garki
Headquarters Area 10
tel: 09 5232465

Wuse

Fire Service Station, Zone 3
tel: 09 5232465

AKWA IBOM STATE

Uyo

12 Dominic Utuk Avenue
tel: 08 5202455

Eket

Barracks Road
tel: 08 5701575

LAGOS STATE

Alausa

tel: 01 4976844

Apapa

tel: 01 5786393

RIVERS STATE

Port Harcourt

3 Aba Road (opp. flyover)
tel: 08 4234777 / 08 4236190

Lagos State AIDS Control Agency

LASACA coordinates HIV/AIDS prevention activities in Lagos State, supervises providers of anti-retroviral drugs, and coordinates partnerships with NGOs which provide behavioral change communication strategies.

General Hospital (opp. Western House)
Broad Street
Lagos
tel: 0803 323 807

Ministry of Education

The Federal Ministry of Education (FMoE) functions include:

- Formulation of national policy on education
- Collecting and collating data for purposes of educational planning and financing
- Maintaining uniform standards of education throughout the country
- Controlling the quality of education through the supervisory role of the Inspectorate Services Department within the Ministry
- Harmonizing educational policies and procedures of all states of the federation through the instrumentality of the National Council on Education
- Affecting co-operation in education matters on an international scale
- Developing curricula and syllabi at the national level in conjunction with other bodies

The Ministry of Education is in charge of early childhood care and education for children between the ages of 3 and 5 years, while the Ministry of Women Affairs and Poverty Alleviation

oversees early childhood care and education for children between the ages of 0 and 2 years.

Ministry of Education
Block 5a, 3rd floor, Federal Secretariat Complex
Shehu Shagari Way, Central Area
Garki, Abuja

Ministry of Women Affairs and Poverty Alleviation

This ministry has responsibility for “area girls,” drug and substance abuse, women’s health, domestic violence, young females (especially school drop outs), and vocational training such as baking, hairdressing, and secretarial studies. Poverty alleviation strategies take the form of such small scale business initiatives as poultry and pig farming. WAPA additionally oversees the delivery of early childhood care and education to children between the ages of 0 and 2 years.

Lagos State
Block 18, 3rd floor
Alausa, Ikeja, Lagos

Ministry of Youth, Sport, and Social Development

This ministry is responsible for a wide range of target groups: children, in- and out-of-school youth, the destitute, and the elderly. The ministry runs orphanages, vocational centers, rehabilitation centers, and remand homes. The ministry has conducted HIV/AIDS awareness campaigns, family life education, and drug abuse programs.

Lagos State
Block 18
Alausa, Ikeja, Lagos

National Agency for the Prohibition of Traffic in Persons
The United Nations Convention against Transnational Organized Crime, adopted by General Assembly Resolution 55/25 of 15 November 2000, is the main international instrument in the fight against transnational organized crime. Nigeria's bill to implement its Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children, was passed into law in July 2003. The provisions are enforced by NAPTIP.

NAPTIP

National Agency for the Prohibition of Traffic in Persons and Other Related Matters

Lagos Zonal Office
Plot 165 Oba Ladejobi Street
GRA, Ikeja, Lagos
tel: 01 7227383
fax: 01 4613192
email: info@naptip.gov.ng
website: www.naptip.gov.ng

National Human Rights Commission

NHRC protects human rights of Nigerians as guaranteed by the Constitution of the Federal Republic of Nigeria and by international treaties, such as the UN Convention on the Rights of the Child (1989) to which Nigeria is a signatory. NHRC monitors and investigates all alleged cases of human rights violations and makes recommendations for prosecution and such actions as it deems expedient. The NHRC assists victims and seeks appropriate redress. It also co-operates

with local and international organizations, maintains a library, collects data, and disseminates information on human rights.

Old National Assembly Building
Tafawa Balewa Square
Lagos
website: www.nigeriarights.gov.ng

National Youth Service Corps

Offices of the NYSC are located at local government headquarters. The corps is a good source for young, energetic volunteers who are happy to support institutions for children at risk in specific, realistic programs.

J.S Tarka Street (off Festival Road)
Area 3
Garki, Abuja
tel: 09 2341465

Nigeria Police Force

Police Force Headquarters
Louis Edet House, Shehu Shagari Way,
Abuja
tel: 09 2343081 / 09 2340756
website: www.nigeriapolice.org

Nigeria Prisons Service

Prisons Headquarters
Garki, Abuja
tel: 09 2341709

State Universal Basic Education Board (SUBEB)

Universal Basic Education (UBE), introduced by President Olusegun Obasanjo in 1999, is constituted of policies which implement UNESCO's Education For All goals. EFA goals call for access and equity in education, an improved learning environment, enhanced status and professionalism of teachers, eradication of illiteracy, acquisition of life skills and appropriate learning for adults and young people. As its 1st goal, EFA calls for improved and expanded early childhood care and education for the youngest and most disadvantaged children.

In each state of the federation, UBE is managed by an independent agency of the state: State Board for Universal Basic Education (SUBEB). SUBEB has executive responsibility for the intelligent management of human, capital, and material resources with a view to implementing UBE policy throughout the federation of Nigeria.

West African Examinations Council

The Council has the responsibility of determining the examinations required in the public interest in West Africa and is empowered to conduct such examinations and to award appropriate certificates.

21 Hussey Street
Private Mail Bag 1022
Yaba, Lagos
tel: 01 3425128 / 01 3425129
website: www.waecnigeria.org

FOREIGN DONORS/INTERNATIONAL ORGANIZATIONS

Australia High Commission

SAS Grants
5th Floor, Oakland Centre
2940 Aguiyi Ironsi Street
Maitama District, Abuja
tel: 09 4135226 / 09 4135227
email: ahc.abuja@dfat.gov.au
website: www.nigeria.embassy.gov.au

Embassy of the Federal Republic of Germany

Small Project Fund
3323 Barada Close (off Amazon Close)
Maitama District, Abuja
tel: 09 4130962 / 09 4130964
email: info@abuja.diplo.de
website: www.abuja.diplo.de

Embassy of France

Social Development Fund
37 Udi Hills Street (off Aso Drive)
Abuja
tel: 09 5235510
website: www.ambafrance-ng.org

Embassy of the Republic of Ireland

Irish Aid
Plot 415 Negro Crescent,
off Aminu Kano Street
Maitama District, Abuja
tel: 09 4620610 / 4620611

Embassy of the Royal Netherlands

Small Project Fund
21st Crescent (off Constitution Ave.), Central Business District
Abuja
tel: 09 4611200
email: abj@minbuza.nl

UNICEF Lagos

UNICEF promotes the general well-being of children especially those who suffer from poverty, sickness, and hunger and from the effects of war, disasters, and emergencies. Although UNICEF supports some community level development projects and capacity building initiatives undertaken by NGOs working with smaller CBOs, the international agency works mostly at the state and federal governmental level of policy formulation and implementation.

14b Lugard Avenue
Ikoyi, Lagos
tel: 01 4615644 / 01 2690727

US Consulate

Special Self Help/Democracy & Human Rights Fund
Walter Carrington Crescent
Victoria Island, Lagos
email: lagossh@state.gov
website: <http://nigeria.usembassy.gov/ambosshp.html>

CORPORATE SOCIAL RESPONSIBILITY

Microsoft Nigeria

The Unlimited Potential (UP) program provides computer software and UP curriculum to centers for disadvantaged children and also gives cash grants.

29 Kampala Crescent (off Cairo Street)
Wuse 2, Abuja
tel: 09 2907746

EARLY LEARNING MATERIALS AND INFORMATION

CSS Bookshops

Bookshop House (4th floor)
50/52 Broad Street
P.O. Box 174
Lagos
tel: 01 2633081

The Grandma's Place

Block 86A, Plot 10
Emma Cole Crescent, Road 26 (off Fola Oshibo)
Lekki Phase 1, Lagos
tel: 01 7749620 / 01 2708055

Hannbro

FCMB Bank Building
11b Adeola Odeku Street
Victoria Island, Lagos

INSURANCE COMPANIES

All risks to safety including fire, natural disasters, and burglary are covered by these reputable insurance companies with branches nationwide. In order for child care institutions to fully comply with health, safety, and welfare legislations, premises should be fully insured.

AIICO Insurance Plc

Life and Non-Life Insurance
AIICO Plaza
Plot PC 12 Afribank Street
Victoria Island, Lagos
tel: 01 4753360-3 / 01 2610651 / 01 2612527
fax: 01 2617433

Guaranty Trust Assurance Plc

Non-Life Insurance
Heritage House
928a Aboyade Cole Close
Victoria Island, Lagos
tel: 01 2701560-5 / 01 2701567 / 01 8532332
website: www.gtalimited.com

NICON Insurance Plc

Life and Non-Life Insurance
Nicon Plaza
Plot 242 Muhammadu Buhari Way
Central Business District
Abuja
tel: 09 2345052 / 09 2341751 / 09 5237120-9
fax: 09 2344129
website: www.niconinsurance.com.ng

Sources of Information

1. National Policy For Integrated Early Childhood Development in Nigeria
2. National Minimum Standards For Early Child Care Centres in Nigeria
3. Practice Guidance for the Early Years Foundation Stage (Non-Statutory Guidance. May 2008. Dept. of Children, Families & Schools. UK)
4. Transitions in the early years: A learning opportunity Bernard Van Leer Foundation. Early Childhood Matters: November 2006
5. Millennium Development Goals 2000
6. Child Rights Act 2003
7. Education for All (Dakar 2000)
8. Are you ready for your inspection? (A guide to inspections of provisions on Ofsted's Childcare and Early Years Registers (Ofsted November 2010) www.ofsted.gov.uk/publications/090130)
9. The Early Years Foundation Stage (Guidance on writing Early Years Inspection reports)
10. Carlton Hill Nursery (Inspection Report for Early Years Provision) Ofsted. 2005
11. Monitoring Tools for Guidelines for the Protection of Children in Formal Care' (Unicef/NAPTIP 2009)
12. Local Champions: A Caregivers Manual for At Risk Children in Nigerian Institutions (Sponsor A Child. 2009)

Recommended Reading
Guidelines for Implementation of National Early Childhood Policy in Nigeria (Unicef)



These tools are intended for self-audit by Nigerian institutions dedicated to the care, education, and protection of children between the ages of 0 and 5 years.

These simple, practical tools adopt rights-based measures within a framework of national policy. The measures evaluate interventions delivered in our centers which promote the cognitive, physical, social, emotional, and moral development of children between the ages of 0 and 5 years.

The School Readiness Assessment at the conclusion of the tools provides important guidance for caregivers as they prepare their children for a successful transition into primary school.

These tools will be useful in all centers providing care, education, and protection services for children in their early years. Centers can include churches, mosques, motherless babies and children's homes, and hospitals.