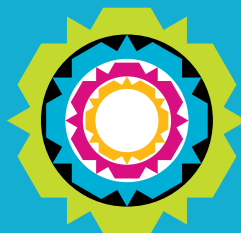


# INVESTING IN EARLY CHILDHOOD DEVELOPMENT TO BUILD A CARING CITY



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# **EDUCATION**

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**CHANGE THE WORLD.**



NELSON MANDELA

## FOREWORD



**W**e have a duty to provide Cape Town's young children, in particular those found in the low socio-economic index, with the best possible start to their formative development so that they can unlock their full potential and rise above their circumstances. During the first six years in a child's development they acquire concepts, skills and attitudes that lay the foundation for lifelong learning. This period is the most critical, when they require the most care and support as they experience rapid physical, mental, emotional, social and moral growth.

For this reason the City is making a massive investment in early childhood development (ECD) by building ECD centres of excellence. Besides being facilities for children, they could include space for ECD capacity building training and vegetable gardens, as well as cater for a toy library component.

It forms part of our goal of getting to the point where every child has access to a facility that can provide the building blocks so crucial to their future. The importance of well-functioning ECD centres cannot be overstated as part of this administration's efforts to build a caring city and an opportunity city. A child who receives the right kind of stimulation in their early developmental years will no doubt cope better when they enter the formal education system and so it is important that we do everything in our power to ensure that our ECD centres are able to fulfil this very crucial role in the lives of our children.

In addition, the City is very aware of the many challenges that ECD operators face in becoming compliant. For this reason, a number of measures were put in place to try to assist them. It is in our best interests to help as many ECDs as possible become compliant, because ultimately it will benefit the children who attend these centres. As part of its 2014/15 financial year, the SDECD Directorate has committed a budget of R1,9 million to skills development projects and programmes that are aimed at building the capacity of ECD practitioners. This allocation has enabled the directorate to implement the following projects:

- Accredited First Aid level 1 training, which reached 164 ECD practitioners and included the provision of first aid kits to 135 ECD centres.
- The provision of toys and educational toolkits to support 93 ECD centres in upgrading their curriculum programmes.
- 11 ECD centres for children with disabilities benefited through the provision of stimulation kits to support their educational development.

As part of a strategic focus to empower community ECD forums towards ensuring their effectiveness and sustainability, the directorate also allocated training opportunities across various organisational development skills to 23 community-based ECD forums.

ECD registration is extremely crucial, because it means that the operator is compliant with the various laws and regulations governing childcare, but it also means that they can apply for subsidies to the provincial department of Social Development and build an even better platform for the development and growth of the children in their care. It also provides peace of mind for the thousands of parents who rely heavily on childcare facilities while they are at work.

### **COUNCILLOR SUZETTE LITTLE**

*Member of the Mayoral Committee for Social Development and Early Childhood Development (SDECD)*

## INVESTING IN EARLY CHILDHOOD DEVELOPMENT TO BUILD A CARING CITY



**T**he Early Childhood Development (ECD) period is when cognitive stimulation, nutrition and emotional attachment all work together to shape the identity, coping skills, intelligence and problem-solving abilities that children will need to grow into well-adjusted adolescents and adults.

The City of Cape Town takes this development period very seriously and realises that it is imperative to support our young citizens early on in order for them to become well-rounded, active and involved residents of our City, and our country. It is also a very important tool to empower people to rise above poverty and other social ills that are prevalent within many of our communities.

By providing good ECD services and support, we also adhere to the requirements set forth in the Children's Act for a child's holistic development.

Various challenges in terms of infrastructure, resources and training – our three main focus points – have given the City the opportunity to provide ongoing support to the ECD sector in order to reach levels of compliance with regards to educational, health and safety requirements.

With regard to training, expansion and awareness, the City has been running programmes around raising awareness, organisational development, entrepreneurial training and development, the improvement of child safety, provision for wellness and nutrition needs, the improvement of practice standards, and training and raising awareness around the needs of children with disabilities or special-care requirements, such as those suffering from foetal alcohol syndrome and HIV/Aids.

The City strives to manage, develop, coordinate and report on implementation of its programmes, projects and interventions relating to the ECD Department by planning, designing, monitoring and evaluating programmes via project management methodologies. In addition, they activate ECD registration support by managing relationships with identified external stakeholders (NGOs and service providers) as well as collaborations with Western Cape Government.

During the 2014/15 financial year, the relationship between the City of Cape Town and provincial government gained momentum with the launch of joint ECD registration drives. These are aimed at imparting registration information to ECD practitioners and stakeholders at community level. Various City of Cape Town and Provincial Department of Social Development officials engage with ECD stakeholders in communities and take them through a step-by-step guide on registration procedures and associated statutory requirements. These joint ECD registration drives reached more than 600 ECD practitioners, who all expressed great appreciation for this opportunity. It is important to note that through this initiative between the two spheres of government, 184 ECD centres were registered and more are expected to gain their registration status based on the applications received into the system.

Members of the SDECD Portfolio Committee played a very important role during the implementation of the joint ECD registration drives by encouraging participation by community stakeholders and identifying unregistered ECD centres within their wards for site inspections so that they could receive expert advice on registration compliance. Through the committee's oversight role, its members were able to monitor the implementation of Council's IDP, budget, business plans, strategic objectives, policies and programmes in relation to early childhood development.

The theme of the ECD registration drive is: "To invest in early childhood development to build a caring city", and this demonstrates the administration's commitment to deliver to the ECD sector and to build on the future of the lives of the children in the City of Cape Town.

### **COUNCILLOR RAELENE ARENDSE**

*Chairperson of the Social Development and Early Childhood Development (SDECD) Portfolio Committee*



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## GLOSSARY OF TERMS

|              |   |
|--------------|---|
| <b>AGM</b>   | annual general meeting  |
| <b>CSG</b>   | Child Support Grant   |
| <b>DSB</b>   | Department of Social Development (of the Provincial Government of the Western Cape) |
| <b>ECD</b>   | early childhood development   |
| <b>EGS</b>   | Economic Growth Strategy  |
| <b>EPWP</b>  | Expanded Public Works Programme   |
| <b>FCW</b>   | Foundation for Community Work   |
| <b>IDP</b>   | Integrated Development Plan   |
| <b>MEC</b>   | Member of the Executive Council   |
| <b>MoU</b>   | Memorandum of Understanding   |
| <b>NBR</b>   | National Building Regulations   |
| <b>PBDM</b>  | Planning and Building Development Management  |
| <b>PTA</b>   | parent-teacher association  |
| <b>SCP</b>   | site cleaning programme   |
| <b>SDECD</b> | Social Development and Early Childhood Development                                  |
| <b>SDS</b>   | Social Development Strategy   |

An **ECD** centre is any building or premises maintained or used for the care of children. It includes a playgroup, crèche, aftercare centre, preschool and nursery school or similar.

**Social development** is understood broadly as the overall improvement and enhancement in the quality of life of all people, especially those people who are poor or marginalised. At its core is a focus on addressing poverty, inequality and social ills while providing for the participation of people in their own development.

**Stunting or stunted growth** occurs when a child does not grow normally and is smaller than children of the same age. This is caused by malnutrition and recurrent infections, such as diarrhoea and worm infections. It can also be caused during pregnancy, when the mother is not eating enough and goes hungry regularly.

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# INTRODUCTION

**T**he City of Cape Town is immensely proud to introduce an information booklet that showcases the work it has undertaken to support the National Development Plan (NDP) objectives to invest in early childhood development (ECD). In pursuance of achieving the NDP goals and sharing best practice, the City hopes this ECD booklet will motivate various community stakeholders and the private sector to rededicate themselves to harnessing our combined efforts to keep improving the quality of ECD services in the Cape Metro.

This booklet is intended to highlight some of the initiatives that the City has implemented and also to become a resource for the ECD sector on matters of statutory registration.

It is dedicated to all those who have heeded the call to work in partnership with the City to elevate the strategic importance of ECD in contributing to sustainable economic growth and social stability in South Africa and the Cape metro in particular.

## Acknowledgements

A special word of gratitude and appreciation to everybody who contributed to compiling this publication. Various interviews and documents provided information and case studies in the ECD field within the boundaries of service delivery of the City of Cape Town.

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# PART A

1. The importance of early childhood development
2. ECD services in South Africa
3. The local context:  
The mandate of the City of Cape Town
4. ECD in the City of Cape Town

A

ABOUT EARLY CHILDHOOD DEVELOPMENT

B

ABOUT REGISTRATION, REQUIREMENTS AND PROCEDURES

## THE IMPORTANCE OF EARLY CHILDHOOD DEVELOPMENT



Research shows that access to good ECD services during the first years of a child's life is one of the most promising approaches to alleviating poverty and achieving social and economic equity.

**E**arly childhood development (ECD) refers to the development of children from birth to about six years of age. The term is recognised internationally and includes various aspects of a young child's development, such as nutrition, health, living environment, supportive parenting, cognitive stimulation and, if necessary, access to health care, social services and social assistance.

The United Nations Convention on the Rights of the Child states that young children have a right to develop to their full potential by growing up in a healthy, safe and stimulating environment.

The South African government supports this view and a lot of resources have been spent on young children – for instance, concentrating on enrolling young ones in Grade R, the first year of a child's formal schooling. However, research shows that access to good ECD services during the first years of a child's life is one of the most promising approaches to alleviating poverty and achieving social and economic equity. The first years of life, and especially the first 1 000 days from conception to two years of age, are a particularly sensitive period for brain development. After this, brain development slows and builds on the base already acquired. Where the environment is not favourable to development, the deficits become more difficult and costly to address as children get older. Without intervention, the child will fall more and more behind. In order to develop to their full potential children need good nutrition, good health, a healthy living environment, supportive parenting, cognitive stimulation and, if necessary, access to health care, social services and social assistance.

Factors such as malnutrition, poor health, home environments lacking in stimulation and encouragement for learning, and harsh discipline have a negative impact on children's development. Children living in households faced with significant caregiving burdens and poor access to resources, services and education are particularly at risk. In households with greater income, children usually benefit from better home circumstances (safer environments, better nutrition, and more stimulation of the kind that encourages exploration and learning and that prepares them for formal schooling). They also have better access to ECD services beyond the home, such as crèches and preschools, often through privately run schemes.

Failure to provide services to poor children, whose development may be compromised already by poverty, represents a double failure to address inequality.

ECD services have been shown to:

- improve physical and mental health, and reduce reliance on the health system;
- enhance school readiness and related outcomes such as improved enrolment, retention and academic performance; and
- reduce high-risk behaviours like unsafe sex, substance abuse, and criminal and violent activity.

Arguments for ECD as a human capital development and cost-saving measure are a compelling motivation for public investment, but there is also a strong rights-based argument for improving access to good ECD services. ECD also promotes social fairness by giving disadvantaged and vulnerable children a better start to life. For all these reasons investment in ECD is neither a luxury nor a privilege – it is a key responsibility of government.

Over the last two decades, national government has worked very hard to enrol preschoolers in Grade R. This year is very important to help children adjust to the formal schooling system (Grades 1–12). Government's ECD services are focused on 0–4 year olds. This includes:

- birth registration;
- health promotion during pregnancy, birth and early childhood;
- nutrition;
- psycho-social support services;
- referrals to health and social services (including social grants); and
- early learning stimulation.





### Eat right, grow right, learn right

The importance of a healthy, balanced diet has been proven repeatedly – especially for growing children. If a child does not get the necessary nourishment, it can lead to stunted growth, where their physical development is behind that of the rest of their age group. These children often also weigh significantly less than their friends of the same age. It has been proved that stunting and poverty are major predictors of poor school achievement and diminished intellectual development. Poverty is linked to stunting, child mortality, disease and reduced cognitive development. Children under four are most affected. Currently, there is no effective public health programme to identify children at risk of malnutrition and stunting, and to ensure that these children receive adequate nutrition. Until this is addressed, the Child Support Grant (CSG) is the main instrument for addressing basic needs. It is associated with improved growth and preschool attendance. However, other research shows that the CSG only has a positive impact on nutritional outcomes if the child receives the benefit for at least half of the first 36 months of life. This suggests that early take-up of the grant is crucial to maximise its benefits for growth and neurological development.

The failure to provide the relevant documentation is the main barrier in applying for a grant – that is why it is so important to register a child's birth as soon as possible. Other interventions to reduce the impact of poverty on young children include free access to health care for pregnant women and young children and the National School Nutrition Programme for Grade R children in public schools.

However, even if these services are free, long distances and high transport costs or lack of infrastructure may limit access to essential services – especially for children in rural areas.

If a child does not get the necessary nourishment, it can lead to stunted growth, where their physical development is behind that of the rest of their age group.





# ECD SERVICES IN SOUTH AFRICA

## THE NATIONAL CONTEXT

The South African government has responded to this imperative by greatly increasing investment in ECD services since 2007 and prioritising the poorest children. However, current strategies and programmes are not necessarily reaching those children most in need.

One of the largest public investments in ECD is the reception year of schooling. Grade R is being phased in for five year olds to support transition to formal learning. The target of universal access was set for 2014.

The National Integrated Plan for ECD (which is currently being updated) outlines a range of essential services for children aged 0–4 years. This ECD service package builds on existing public health, social assistance and ECD programmes. The plan recognises a number of different approaches to service delivery in addition to ECD centres, and brings together the departments of Social Development, Health and Basic Education in interdepartmental committees to address the developmental needs of young children.

The plan recognises that ECD services can be delivered in homes, communities and/or ECD centres using a range of approaches, including:

- direct services to children (e.g. ECD centres, clinics or informal community-run playgroups);
- training of ECD practitioners (e.g. preschool teachers, ECD family workers);
- parenting education and support through workshops and home visiting programmes;
- community development initiatives to improve the environment in which young children and their families live; and
- public awareness campaigns to encourage support for ECD and take-up of services.

The plan provides an enabling policy framework that supports the delivery of integrated services for young children, however, a number of challenges remain in ensuring access to quality services.

## THE CONSTITUTION (SECTION 28) AND BILL OF RIGHTS

In our democracy, children's rights, dignity and equality are protected by the Constitution. It remains the primary legislative framework for children's rights delivery in South Africa. The South African Bill of Rights safeguards the human rights of all – adults and children alike. Equality is the first right listed. The right to equality 'includes the full and equal enjoyment of rights and freedoms' and guards against unfair discrimination with respect to gender, ethnic identity, religion, disability, language and age. Children thus have the same rights as adults with the exception of the right to vote and the right to stand for public office. To further protect the rights of children, the Bill of Rights specifies a number of rights that apply only to children.

### The South African Bill of Rights

The South African Bill of Rights, Chapter 2 of the Constitution of the Republic of South Africa, 1996, Act No. 108 Section 28 is specific to children and states:

1. Every child has the right:
  - to a name and a nationality from birth;
  - to family care or parental care, or to appropriate alternative care when removed from the family environment;
  - to basic nutrition, shelter, basic health care services and social services;
  - to be protected from maltreatment, neglect, abuse or degradation;
  - to be protected from exploitative practices;
  - not to be required or permitted to perform work or provide services that are not appropriate for a person of that child's age; or place at risk the child's well-being,
  - to education, physical or mental health or spiritual, moral or social development;
  - not to be detained except as a measure of last resort, in which case, in addition to the rights of a child enjoyed under sections 12 and 35, the child may only be detained for the shortest appropriate period of time, and has the right to be kept separately from detained persons over the age of 18 years; and to be treated in a manner, and kept in conditions, that take account of the child's age;
  - to have a legal practitioner assigned to the child by the state, and at state expense, in civil proceedings affecting the child, if substantial injustice would otherwise result; and
  - not to be used directly in armed conflict, and to be protected in times of armed conflict.
2. The child's best interests are of paramount importance in every matter concerning the child.



The National Integrated Plan for ECD recognises that ECD services can be delivered in homes, communities and/or ECD centres using a range of approaches.



### The Children's Act

The following sections are highlighted with specific reference to services and programmes for young children.

#### Chapter 5: Partial care

Partial care is provided when a person, whether for or without reward takes care of more than six children on behalf of their parents or caregivers during specific hours of the day or night, or for a temporary period, by agreement between the parents or caregivers and the provider of the service, but excludes the taking care of a child –

- by a school as part of tuition, training and other activities provided by the school;
- as a boarder in a school hostel or residential facility managed as part of the school; and
- by a hospital or other medical facility as part of the treatment provided to the child.

As from 1 April 2010 when the Children's Act came into effect all existing places of care registered or deemed to be registered in terms of the Childcare Act must be regarded as having been registered in terms of Section 80(4) as a partial care facility. All new ECD and after-school care centres must be registered as partial care facilities.

#### Chapter 6: ECD

ECD means the process of emotional, cognitive, sensory, spiritual, moral, physical, social and communication development of children from birth to school-going age.

ECD services encompass services:

- intended to promote ECD; and
- provided by a person, other than a child's parent or caregiver, on a regular basis to children up to school-going age.

#### *Consideration of the application for registration of partial care facilities providing ECD and after-school care services*

The Provincial Head of Social Development must:

- within six months of receiving the application consider an application for registration;
- issue to the applicant a certificate of registration or conditional registration or renewal of registration; and
- state in the certificate of registration the period for which the registration will remain valid.

When considering the applications for the registration of partial care facilities providing ECD and after-school care services, they must also take into account whether:

- the programme complies with the prescribed norms and standards;
- the applicant is a fit and proper person to provide the programmes;

Partial care is provided when a person, whether for or without reward takes care of more than six children on behalf of their parents or caregivers during specific hours of the day or night.

As from 1 April 2010, when the Children's Act came into effect, all new ECD and after-school care centres must be registered as partial care facilities.



- the applicant has the prescribed skills, training, funds and resources available to provide the programme as applied for; and
- the ECD/after-school care programme meets the emotional, cognitive, sensory, spiritual, moral, physical, social and communication development needs of the children to whom the programme will be presented.

## Chapter 7: Child protection

### Strategies concerning child protection

The Provincial Member of the Executive Committee (MEC) for Social Development must, within the national strategy, provide for a provincial strategy aimed at a properly resourced, coordinated and managed child protection system.

### Provision of designated child protection services

Designated child protection services may be provided by:

- the Department of Social Development; and
- a designated child protection organisation.

Designated child protection services include:

Services aimed at supporting –

- the proceedings of children's courts; and
- the implementation of court orders.

Services relating to –

- prevention services;
- early intervention services;
- reunification of children in alternative care with their families;
- the integration of children into alternative care arrangements;
- the placement of children in alternative care;
- the adoption of children, including intercountry adoptions;
- investigations and assessments in cases of suspected abuse, neglect or abandonment;
- intervention and removal of children in appropriate cases;
- drawing up individual development plans and permanency plans for children removed or at risk of being removed; and
- any other social work service as may be prescribed.

When considering an ECD application, it is taken into account whether the care programme meets the emotional, cognitive, sensory, spiritual, moral, physical, social and communication development needs of the children.



In terms of Section 110 of the Children's Act, any member of staff or volunteer worker at a partial care facility, drop-in-centre or child and youth care centre (among others) who on reasonable grounds concludes that a child has been abused or deliberately neglected, must report that conclusion to the relevant authorities.

### THE PROVINCIAL CONTEXT

As South Africa has a system of decentralised governance, it will be prudent to enable local government actors, service providers and community workers to work together and deliver, circumventing the entrenched bureaucracies in national and provincial capitals. Building the capacity of available local role-players is critical. Systems exist at municipal level through the Integrated Development Plan (IDP), which needs to be converted into action and monitored to ensure effective implementation and accountability.

Any failure by the designated state entities (in the case of South Africa, the leading departments would be Health, Social Development and Basic Education) to develop systems to enable the delivery of effective ECD services is tantamount to a lost opportunity, which will contribute to the perpetuation of poverty and inequality, violence, ill health, and poor educational performance, among others. The government of South Africa is finalising a national ECD policy, which will enable effective local service delivery and create the space where families and communities can genuinely care for pregnant mothers and young children.

### REPORTING OF AN ABUSED OR NEGLECTED CHILD AND A CHILD IN NEED OF CARE AND PROTECTION

In terms of Section 110 of the Children's Act, any correctional official, dentist, homeopath, immigration official, labour official, legal practitioner, medical practitioner, midwife, minister of religion, nurse, occupational therapist, physiotherapist, psychologist, religious leader, social services professional, social worker, speech therapist, teacher, traditional health practitioner, or member of staff or volunteer worker at a partial care facility, drop-in centre or child and youth care centre, who on reasonable grounds concludes that a child has been abused in a manner causing physical injury, sexually abused or deliberately neglected, must report that conclusion in the prescribed form to a designated child protection organisation, the Department of Social Development or a police official.

In terms of Section 110(3)(b) of the Act, a person who makes a report in good faith is not liable to civil action on the basis of the report.

### NATIONAL CHILD PROTECTION REGISTER

#### Part A of the register

The purpose of Part A of the register is:

- to have a record of abuse or deliberate neglect inflicted on specific children;
- to use the information in the register to protect these children from further abuse or deliberate neglect;
- to monitor cases and services to such children; and
- to determine patterns and trends of abuse.

#### Part B of the register

The purpose of Part B of the National Child Protection Register is to have:

- a record of persons who are unsuitable to work with children; and
- to use the information in the register to protect children from these people.

### Finding persons unsuitable to work with children

A finding that a person is unsuitable to work with children may be made by:

- a children's court;
- any other court in any criminal case; and
- any forum established or recognised by law in any disciplinary proceedings concerning the conduct of that person relating to a child.

In criminal proceedings a person must be found unsuitable to work with children on conviction of murder, attempted murder, rape, indecent assault or assault with the intent to do grievous bodily harm with regards to a child.

In the management of an ECD or after-school care programme, it becomes the responsibility of the Management Committee to ensure that all staff are screened and vetted before they are employed to work in the ECD or after-school care programme.



## THE LOCAL CONTEXT: THE MANDATE OF THE CITY OF CAPE TOWN



**P**resently, there are many ECD facilities that operate within the boundaries of the City of Cape Town that remain unregistered as a result of being unable to comply fully with the health, safety and pedagogic requirements of the Children's Act.

One can identify four levels of ECD facilities that operate within the City of Cape Town.

- Category 1: ECD facilities that are purpose-built by the City, in a formal built environment and that are fully compliant. These are ECD centres of excellence that are capable of rendering services to smaller facilities in their environs.
- Category 2: ECD facilities that operate on Council-owned land in a formal built environment setting. These facilities are able to benefit from Council resources both in terms of infrastructural, material and soft programmatic services.
- Category 3: ECD facilities that operate on privately owned land in a formal built environment setting, that are unable to benefit from infrastructural upgrading from Council resources but are able to benefit from material – (moveable assets and resources) and soft programmatic services.
- Category 4: ECD facilities that are privately owned and run, not on Council land and within the context of informal settlements. These ECD facilities fall within the areas of greatest need, yet they remain beyond and outside of the scope of what Council is presently able to provide and resource.

The Constitution of the Republic of South Africa mandates local government to 'promote social and economic development'. The City has interpreted its mandate to mean that all government activity is not an end in itself but rather a strategic enabler for social and economic development.

However, departments and directorates often see the challenges they face in terms of their own sphere of activity, providing isolated, sector-specific responses to social issues. This results in a piecemeal approach that rarely addresses the scale of social problems. Furthermore, social development is often viewed as the domain of one specific directorate concerned with relatively small, discrete projects rather than viewed broadly as encompassing all the City's work.

At the core of social development is a focus on addressing poverty, inequality and social ills while providing for the participation of people in their own development.

Through its Social Development Strategy (SDS), the City plans to promote and maximise social development.

### THE CITY'S SOCIAL DEVELOPMENT STRATEGY

Social development is understood broadly as the overall improvement and enhancement in the quality of life of all people, especially people who are poor or marginalised. At its core is a focus on addressing poverty, inequality and social ills while providing for the participation of people in their own development.

Through its Social Development Strategy (SDS), the City plans to promote and maximise social development. The SDS sets out what the City is doing and plans to do and articulates where external stakeholders, such as contracted service providers and organisations receiving City grants, will contribute to creating an opportunity, safe, caring, inclusive and well-run city that allows people to reach their potential.

The SDS reiterates the Integrated Development Plan's (IDP) vision and encapsulates the six 'transitions' articulated in the OneCape2040 Agenda and City Development Strategy (CDS). It is closely connected to the Economic Growth Strategy (EGS) as social development interventions promote people's ability to engage in economic activity, while economic growth is central to social development.

The SDS adopts a transversal approach to social development. It views the organisation as an integrated whole where each directorate has a role in facilitating social development. Hence, the way that the departments provide services, plan, regulate, employ people or directly intervene in communities shall be done in a manner that promotes the social development of communities.

The SDS is structured around five high-level objectives. These are as follows:

1. Maximise income-generating opportunities for people who are excluded or at risk of exclusion
2. Build and promote safe households and communities
3. Support the most vulnerable through enhancing access to infrastructure and services
4. Promote and foster social integration
5. Mobilise resources for social development

The SDS aims to increase the number of learners in good ECD facilities by helping to improve unregistered ECD centres in low-income areas.



The City has a large programme of creating different opportunities for its residents. Job creation and skills development are very important in helping people to help themselves. There are skills training programmes for street people, the unemployed youth and others. One such programme is to train staff at ECD centres in disadvantaged areas – the adults (mostly women) as well as the children attending the ECD centres, benefit through this.

Women and children get special attention in this plan. By providing good health care and access to housing opportunities, both the mother and child will have a safe home environment. Safe communities are part of a 'good life' and provide the enabling environment where people may realise their potential.

National Government helps poor families with social assistance (grants) to help with the care of children. But grants alone will not reduce inequality and poverty, and other initiatives that focus on the development of young children are very important. One such initiative is for the City to invest in good ECD practices. Educational, physical, social and developmental disadvantages emerge very early in life and access to ECD services has substantial long-term impact, predicting future success, health, longevity and social adjustment. Therefore, to tackle poverty and inequality, ECD is a top priority.

The City supports ECD for children under six years old by providing:

- Basic services to poor households (water, sanitation, waste removal and electricity);
- Free basic healthcare for women and children (including preventative and promotion services such as immunisations and treatment for children under 13 years old);
- Access to recreation, sport, arts, culture, library and information services for children;
- Buildings for a small number of ECD centres in areas of great need, according to a predetermined plan;
- Support services such as training and capacity building for ECD centres so that they can register with PGWC and benefit from national ECD subsidies.

In their commitment to service delivery, the City offers a 'basket of services' to further help the establishment of compliant, quality ECD centres. The services include:

- Assist with ECD registration in collaboration with Spatial Planning, Environmental Health, Fire and Rescue Services and the Province;
- Training and capacity building with ECD practitioners, caregivers and parents through the creation of ECD forums and governing bodies for the different centres;
- Conduct regular surveys and/or audits on registered and unregistered ECD centres in conjunction with Province;
- Construct and maintain Council-owned ECD centres;
- Contribute towards ECD curriculum development by supporting accredited ECD qualification;
- Assist non-complying ECDs and act against on-going non-compliance.

Recently, the City supported Little Stars Educare in Mfuleni to get the fire inspection done. Their assistance and guidance helped Little Stars to obtain a fire certificate, enabling them to submit their registration documentation. At Little Stars Educare, they have implemented a three-year programme known as 'Starting Chance Campaign', which includes:

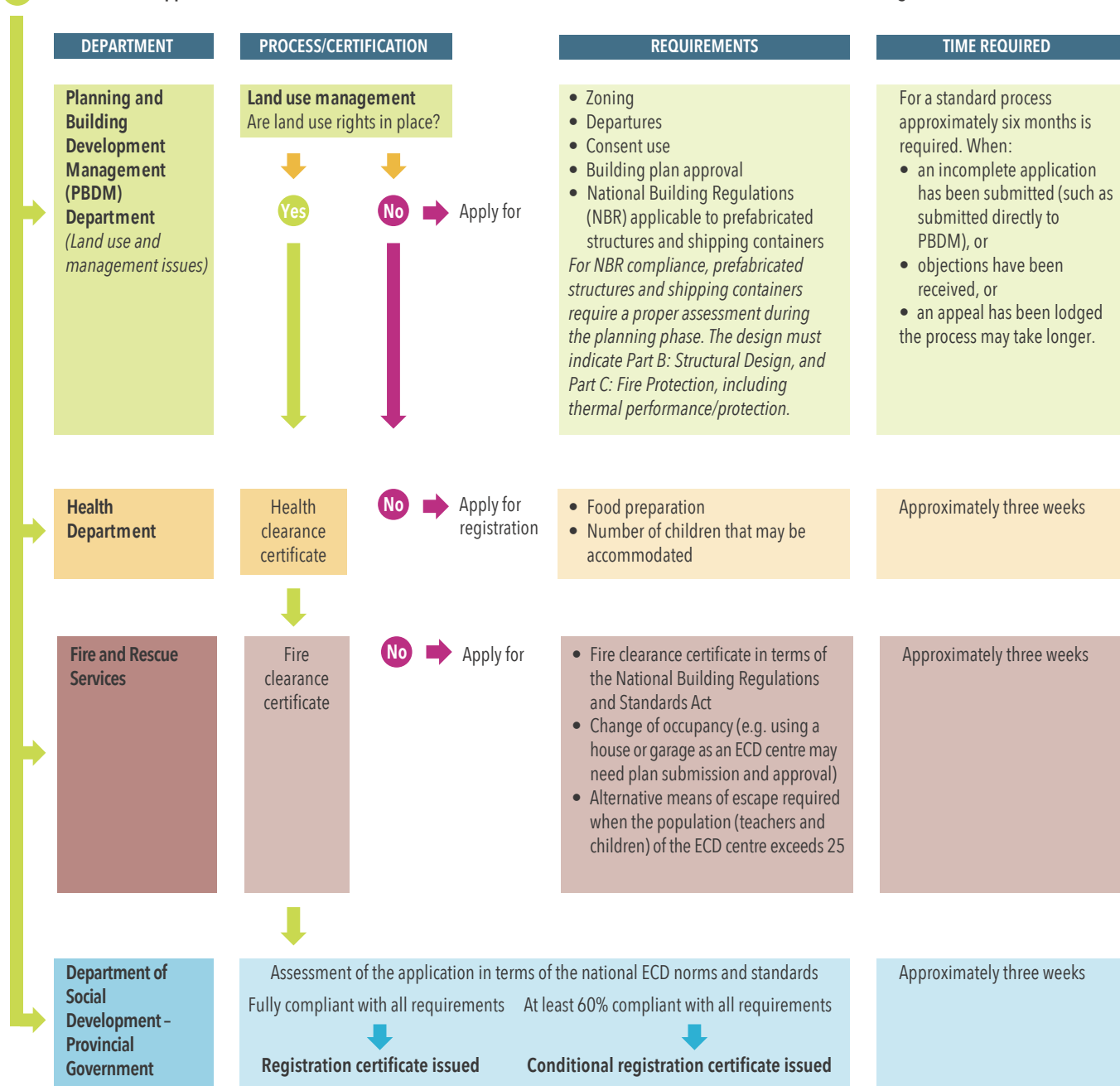
- the physical upgrading of their facilities in order for them to apply for subsidies;
- in-depth training and development;
- leadership training; and,
- skills transfer.

National Government grants alone will not reduce inequality and poverty, and other initiatives that focus on the development of young children are very important. One such initiative is for the City to invest in good ECD practices, which is a top priority to tackle poverty and inequality.

**FIGURE 1: ECD REGISTRATION SERVICE APPLICATION PROCESS FLOW**

**1** Applicant approaches SDECD one-stop ECD registration service point

**2** Nature of the application is determined and a course of action discussed. This will include some or all of the ECD registration services below.



#### Electronic registration

Social Development and ECD Directorate through its ECD programme has collaborated with the City's Directorate for Corporate Services (Information Systems and Technology) with a view to develop and implement an electronic ECD tool that mainly intends to:

- Provide on-going feedback to the applicant on the status of their application;
- Mainstream the application processes with the municipality;
- Shorten the turnaround time for the approval/disapproval of the ECD application with municipality;
- Track and monitor ECD registration applications;
- This system will be co-ordinated and managed by district offices to ensure that applicants have a direct and easy access to the district offices for advice and guidance in the application process.

# ECD IN THE CITY OF CAPE TOWN

## SETTING A SHINING EXAMPLE OF ECD SERVICE DELIVERY AT SUBCOUNCIL LEVEL

The Mitchells Plain area has several ECD centres. The challenge in the sector is the large number of unregistered facilities, which negatively impacts on child safety and the wellbeing of preschool learners who attend these facilities.

A process was initiated with the Mitchells Plain ECD forum and the officials who engage with them actively by attending forum meetings, conducting on-site visits, building trust with principals and listening to concerns and advice. The feedback to the subcouncil was around the need to have a small-scale ECD project at ward level to start interaction and create potentially positive impacts. The ward councillor agreed to provide ward allocation funding from the ward budget to ECDs for five years to realise this pilot and make it sustainable.

The 3 Bears Educare in Ward 78, Mitchells Plain, which was established in 1998, has rapidly grown into a positive, safe, clean and quality ECD centre. The centre is registered at both the Department of Basic Education and the Provincial Department of Social Development as an independent educare centre. The staff at 3 Bears Educare is passionate about holistically developing, educating and enriching the lives of children. They endeavour to create a natural, safe and happy environment for them. Diemen (2010:3) reports as follows on the process: 'It was agreed that an organisation registered as a vendor with the City would procure relevant ECD educational material and toys, and that training on the use and management of resource material would be facilitated.' The project also entailed training on accredited first aid level 1, including provision of first aid kits. As a registered NGO, the 3 Bears Educare in Portlands trained ECD practitioners from 35 ECD centres in Ward 78 at these workshops.

The success of the pilot project inspired other councillors from wards 79, 75 and 81 to work closer with ECDs in their respective wards. As reported in *People's Post* (2011: 8), 'Twenty ECD centres in Ward 79 took part in the ward's project on the use of educational toys.'

Other outstanding project spinoffs were felt when a representative from 3 Bears Educare centre became a Ward 78 committee member and more ECDs began working in partnership with subcouncil 12 and other City of Cape Town line departments. This was illustrated by Van der Fort (2011: 3): '3 Bears master evacuation drill was aimed at raising awareness among ECDs of correct evacuation procedures and focus on safety in all wards.' Officials from various City of Cape Town departments, including Disaster Risk Management, Metro Police, Traffic Services, the Social Development and ECD Directorate, and the Fire and Rescue Service, worked together to demonstrate how an evacuation should be done.'

The project grew from strength to strength from 2013 onwards under the guidance of dedicated SDECD officials, who introduced the innovative ECD ward hubs concept that aims to bring principals from an identified ward together to network and connect on ECD issues facing them. The Ward 81 ECD hub celebrated its first-year anniversary on 7 May 2015 at Rocklands Civic Centre.

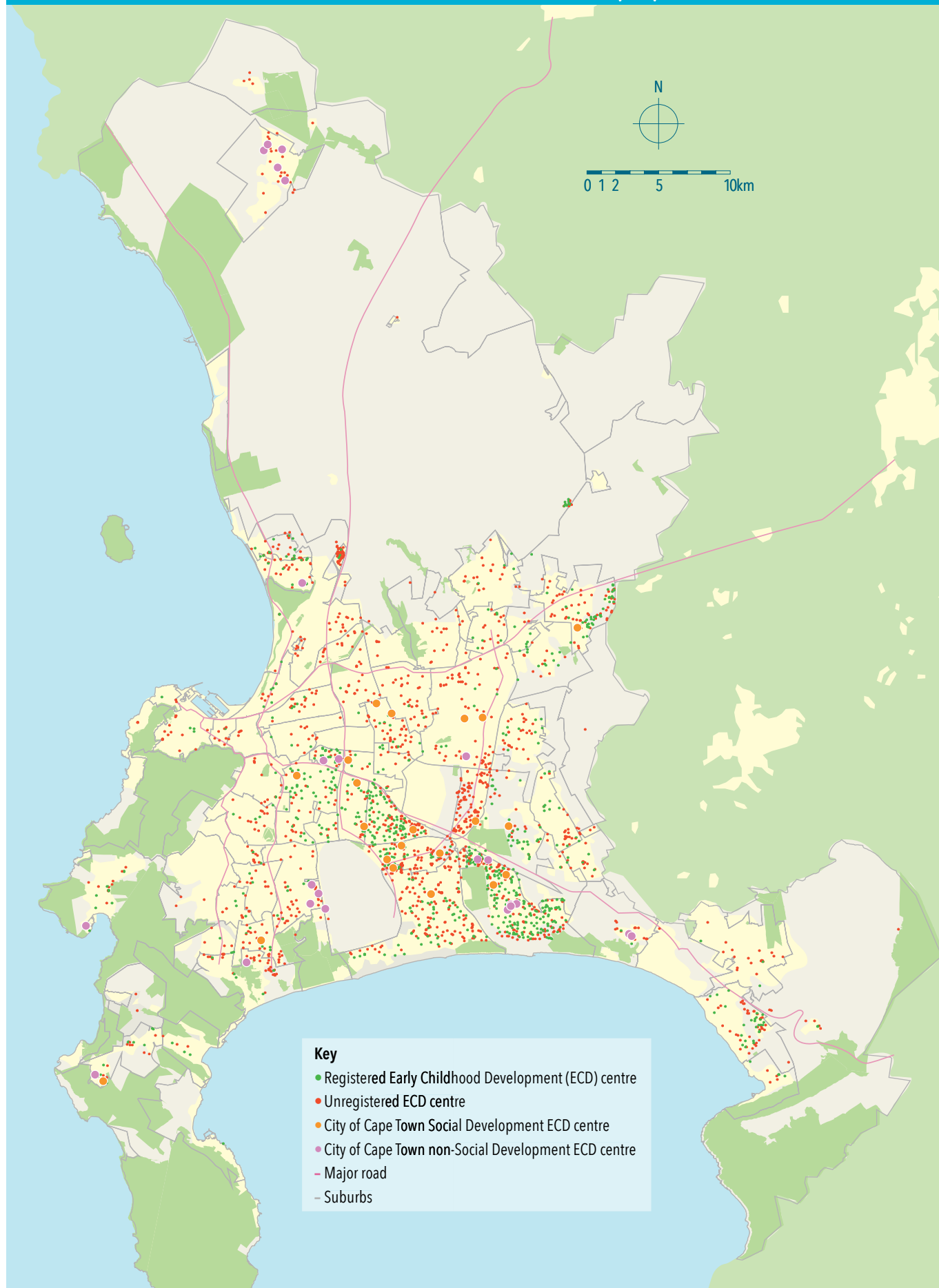
Since then, the City has encouraged ECD forums to create hubs. Where a forum can have more than 100 members, the smaller hubs will consist of about 20 to 25 members. These smaller groups facilitate better communication, encouraging conversation and participation at meetings.



The success of a pilot project in Mitchells Plain has motivated the City to encourage ECD forums to create hubs. These smaller groups facilitate better communication, encouraging conversation and participation at meetings.



**FIGURE 2: REGISTERED AND UNREGISTERED EARLY CHILDHOOD DEVELOPMENT (ECD) CENTRES IN THE CITY OF CAPE TOWN**



## The City of Cape Town Rates Policy

### Section 5.10 NPOs/PBOs

**Section 5.10.1:** The City may grant a 100% rates rebate for the categories on NPOs or PBOs.

**Section 5.10.4:** These rebates are intended to assist organisations that would be liable for the payment of the rates, and that have limited resources, and not for those that have the ability to pay as determined from their audited financial statements by the CFO of their nominee.

*The criteria for the processing of the rebate application, which is mandatory, is as follows:*

- The ECD must operate within boundaries of the City of Cape Town.
- It must be registered as NPO/PBO with the Provincial Department of Social Development and the South African Revenue Service.
- It must be registered as a partial care (ECD) centre with the Provincial Department of Social Development.

The following documents are required:

- The constitution of the organisation
- A certified copy of the South African identity document of the nominee
- The management structure of the NPO/PBO
- Audited annual financial statements
- The latest Council account statement
- The ECD learning daily programme
- The number and age categories of children attending the partial care/educare facility

### THE CITY ECD PROGRAMME'S BASKET OF SERVICES

The Social Development and Early Childhood Development Directorate offers a basket of services that includes:

- assistance with ECD registrations in collaboration with Spatial Planning and Province;
- training and capacity building with ECD practitioners, caregivers and parents;
- the conducting of regular surveys/audits on registered and unregistered ECD centres in conjunction with Province;
- the construction and maintenance of ECDs;
- contributions towards curriculum development for ECDs; and
- assistance for non-complying ECDs and action against on-going non-compliance.

The City's basket of ECD services includes assistance with registrations, training for ECD practitioners, construction and maintenance of centres and contributions towards curriculum development.





### ECD CENTRES OF EXCELLENCE

A good ECD centre will have a positive influence and effect on the community it serves. People welcome projects with positive outcomes – they tend to support them and often want to be involved. The idea of an ECD Centre of Excellence is to take good – or excellent – ECD centres and use them as a starting point to deliver a whole range of services to the larger community, which relates to the basket of services of the ECD programme.

This forms part of the City of Cape Town's commitment to redress and to encourage inclusivity. Many of the Centres of Excellence are situated in areas synonymous with socio-economic challenges and were funded from the Social Development and ECD capital projects budget. By focusing on the youth in affected areas, the City works towards making a long-term positive impact in the community, investing in tomorrow's leaders of South Africa.

The City works in partnership with the communities served, sharing the responsibility of ensuring that children have access to early learning initiatives. Often these centres will have facilities that can also be used by the surrounding community, such as a training facility, or toy and book libraries from which other ECDs within the community can borrow learning materials.

The centre also becomes the hub for various services to be channelled to other ECD centres or programmes in the area. The services offered to other ECD centres can include:

- training of practitioners for an accredited qualification;
- training in skills programmes;
- training of parents and community members;
- training of family community workers;
- support for centres to register their centres and programmes;
- a contact point for government services such as nutrition, early stimulation and early learning, immunisation and health checks, and donor support in the ECD sector;
- a contact point for the link between ECD and school-based structures and programmes in the community;
- a contact point for special programmes, such as *Takalani Sesame*;
- information and advocacy activities;
- the management of outreach programmes focusing on the First 1 000 Days programme; and
- a contact point for business and donors interested in supporting ECD in the community.

The concept of ECD Centres of Excellence is to take good – or excellent – ECD centres and use them as a starting point to deliver a range of services to the broader community.

### Mfuleni ECD Centre

Mfuleni ECD is an example of how through working together and being innovative, the City and private sector can find long-term solutions for some of the challenges faced in a community. A group of philanthropists wanted to build a preschool for children in Mfuleni, but finding land on which this dream could take shape proved a challenge. The City of Cape Town, realising the opportunity presented, agreed to provide the necessary land for the project.

Today the Mfuleni ECD has 184 children in its care, with 12 full-time staff.

The teachers at the school have benefited from many programmes offered by the City, such as first aid and site learning programmes, which enable the staff to be better caregivers. Mfuleni ECD has also benefited from food parcels and equipment, including mattresses, toys and blankets.

The City offers a short course for parents on the parent committee, to assist them in their tasks as caretakers at the school.

Mfuleni ECD has had very positive feedback on their pupil's school readiness from Dennemere Primary, where most of the little ones attend Grade 1.

The need in Mfuleni is great and the 48 ECD centres in the ECD forum don't cater for all the children in the area.



### Leonsdale ECD Centre

Leonsdale ECD Centre, located in Elsies River, welcomed the first 100 learners at the beginning of 2015. Due to the need in the area for good ECD care, the centre has a waiting list.

The Leonsdale facility was built by the City with capital funding and equipped with educational and stimulating material for the learners. This is a safe space for young ones from the immediate area, which is rife with various socio-economic problems, such as poverty, substance abuse, gangsterism, unemployment and domestic violence.

Many of the parents in the community have limited experience of ECD as a formal concept, and it is important to provide them with knowledge. This affords parents the opportunity to better understand their children's daily activities and the importance thereof. During open days, parents are able to see what their children do each day and engage with the teachers about any problems or concerns they may have.



### Sing for Africa ECD Centre

The Sing for Africa ECD Centre has shown that the City's collaborative food security programme can work exceptionally successfully at ECDs, to help them provide nutritious and cost-effective meals for the youngsters in their care.

Hunger is a growing problem worldwide. The City of Cape Town needs to address the question of the metro's food supply system and the increasing risk of the unaffordability of food among the poor. According to a recent Cape Town survey, 80% of households were food-insecure, despite the right to food being entrenched in the South African Constitution. The challenge of overcoming food insecurity in the city has to be tackled urgently. Hunger, as a consequence of poverty, is a profound challenge for the City and needs to be addressed through a more collaborative and sustainable effort by all role-players; the different spheres of government, the private sector, civil society, NGOs and faith-based organisations.

The City is working towards creating a sophisticated system of interconnected programmes, building on those existing for social development, early childhood development, substance abuse, youth, vulnerable groups, social entrepreneurship, and poverty alleviation. Leveraging off the foundation established during the previous financial year, this food security initiative creates a system that connects the other social development programmes into a dynamic, integrated model for delivering services. The programme is focusing on establishing and supporting the existing food gardens within the city, providing support in the form of gardening equipment and first aid kits, food gardening training, pest control, good governance training, and irrigation systems and water tanks. The project is supported for a period of two years to ensure the sustainability of the project.

When Expanded Public Works Programme (EPWP) funding is available, it links food gardeners with the EPWP. The workers employed assist the food gardeners with their daily tasks for a period of three to four months.

The priority for this project is to ensure that City-owned ECDs have a food garden, to ensure that the children in their care get nutritious meals.

Sing for Africa is located in Happy Valley and is one of the ECD centres built by the Social Development and ECD Directorate as part of its capital budget for the 2012/13 financial year. The school opened four years ago and the idea to have its own vegetable garden germinated in 2014.

2015 marks the second year in which Sing for Africa can feed its learners from its own vegetable garden, which yields plentiful fresh vegetables and has a little herb section that provides flavour and necessary nutrients for the meals. The healthy and fresh diet also plays a vital role in the overall development of the children and helps them to concentrate in class.

Not only is the garden a way for the centre to provide for some of its own needs to feed the children, but it enables money saved to be channeled towards other necessities.

The SDECD poverty alleviation programme provides the school with seed and seedlings. The garden boasts spinach, potatoes, butternuts, green beans, cabbage and pumpkin, as well as the patch of herbs.



Sing for Africa ECD Centre's vegetable garden provides for its own needs when feeding the children, supplying healthy, fresh food, and saving money for other necessities.

## 4. ECD IN THE CITY OF CAPE TOWN

### ECD CENTRES OPERATING FROM COUNCIL FACILITIES AND MANAGED BY THE SOCIAL DEVELOPMENT AND ECD DIRECTORATE

The ECD centres listed below are managed through the signing of Facility Management Agreements between the City and the accredited ECD service provider. Through the signed facility management agreement, the appointed service provider is contracted to manage and use the facility for ECD purposes for a period not exceeding three years.

As part of its allocated budget for the 2014/15 financial year, SDECD has allocated an amount of R3,7 m towards its proactive repairs and maintenance of these ECD centres to ensure that they maintain their compliance with national building regulations.

**TABLE 1: ECD Centres operating from Council facilities and managed by Social Development and ECD Directorate**

| Name of the educare                           | Physical address                                | Suburb                           | Ward | Subcouncil |
|---|---|----------------------------------|------|------------|
| Joyce Ndinisa Enrichment Centre               | 19 Stulo Street                                 | Crossroads                       | 39   | 11         |
| Uvuyolwethu Enrichment Centre                 | 67 Osmabeet Street                              | Delft South                      | 106  | 5          |
| Amy Enrichment Centre                         | 454 Kobodi Street                               | Brown's Farm, Philippi           | 34   | 13         |
| Isibane Sethu Enrichment Centre               | 5872 Ngqabe Street                              | Lower Crossroads                 | 39   | 14         |
| Dora Taman Enrichment Centre                  | N 132 Ngqika Street                             | Khayelitsha                      | 91   | 9          |
| Vukile Tshwete Enrichment Centre              | 7 Matthew Goniwe Street                         | Weltevrede Valley, Samora Machel | 33   | 13         |
| Cuddly Bear Educare                           | St Joseph's Avenue                              | Scottsdene, Kraaifontein         | 6    | 2          |
| Sing for Africa/Happy Valley ECD Centre       | 38 Luyolo Crescent                              | Happy Valley, Blackheath         | 14   | 21         |
| Ruth First Educare Centre                     | 4926 Chris Hani Street                          | Philippi                         | 34   | 12         |
| Avonwood Educare Centre                       | Halt Road                                       | Elsies River                     | 28   | 4          |
| Sunshine Educare Centre                       | Cnr of Frank Louw Avenue and Stilwaney Crescent | Bellville South                  | 22   | 6          |
| Kiddies Educare Centre/Bonteheuwel ECD Centre | 62 Camelia Street                               | Bonteheuwel                      | 50   | 17         |
| Shelly Street Educare Centre                  | 7 Shelley Street                                | Salt River                       | 57   | 15         |
| Little Bambinos Educare Centre                | Cnr of Cradock Road and Concert Boulevard       | Retreat                          | 110  | 22         |
| Little Lillies Educare Centre                 | Cnr of Sabie Street and Scheldt Road            | Manenberg                        | 46   | 11         |
| Eulalie Stott Educare Centre                  | Cnr of Merrydale and Sunflower roads            | Lentegeur, Mitchells Plain       | 88   | 12         |
| Mighty Minds Daycare Centre                   | 36 Zuurborg Road                                | Heideveld                        | 38   | 11         |
| Hazendal Educare Centre                       | 2 Kuils River Road                              | Bokmakierie                      | 49   | 11         |
| Mustadafin Educare Centre                     | 5830 Bida Street, Site B                        | Khayelitsha                      | 109  | 9          |
| Mfuleni Educare Centre                        | 356 Tokwana Street, Extension 6                 | Mfuleni                          | 108  | 21         |
| Ecclesia Educare Centre                       | 4 Waterberry Street                             | Greenlands, Bellville South      | 22   | 6          |
| Scorpio Educare Centre                        | Galaxy Close                                    | Ocean View                       | 61   | 19         |
| Sonwabile Educare Centre                      | 13952 Mbulu Street                              | Witsand, Atlantis                | 32   | 1          |
| Leonsdale Educare Centre                      | Cnr of Avonwood Road and 14th Avenue            | Leonsdale, Elsies River          | 28   | 4          |

A number of ECD centres operate from Council-owned facilities, via facility management agreements between City and accredited ECD service providers, who are contracted to manage and use the facility for ECD purposes for a period not exceeding three years.



## ECD FORUMS

The importance of ECD forums to create a space for support, learning and discussion has been mentioned already. This extra network allows for ECD practitioners to easily network with colleagues in the same area and to establish communication with other practitioners in other areas, because of the different structures within the ECD forum management.

According to one forum principal, the commitment City officials have shown in supporting ECD registration drives has paid off, as 'a huge amount of educare centres have registered in the last three years' (Jacobs, 2015). The principal is also of the opinion that, because of the focus on ECD, the City has moved forward in service delivery when it comes to ECD registration, especially land use management. 'I think that is the most important department because its staff are the people who look at the building.'

The principal also mentions the various forms of support and training made available by the City for ECD practitioners. This information is often communicated via the forums, which are in a position to give feedback to the City on what needs arise.

**TABLE 2: ECD Forums in the Cape metro**

| Name of forum                                     | Area   | Ward           | Subcouncil |
|---|--|----------------|------------|
| Grassy Park ECD Forum                             | Ottery, Lotus River, Parkwood, Phumlani, Grassy Park                               | 65, 66, 110    | 18         |
| Share ECD Forum                                   | Retreat, Steenberg, Heathfield   | 71, 72         | 20         |
| Dibanisa ECD Forum                                | Lavender Hill, Seawinds, Capricorn, Vrygrond                                       | 67, 68         | 18, 19     |
| Hout Bay ECD Forum                                | Hang Berg, ImizamoYetho  | 74             | 16         |
| Ocean View/Masiphumelele ECD Forum                | Ocean View, Masiphumelele  | 61, 69         | 19         |
| Atlantis Umnyama ECD Forum                        | Avondale, Pella, Witsands, Kalbaskraal, Protea Park, Saxon Sea, Beacon Hill, Mamre | 29, 32         | 1          |
| Belhar ECD Forum                                  | Extension 22, Extension 13   | 22             | 6          |
| Heideveld ECD Forum                               | Vanguard Estate, Gugulethu, Welcome Estate, Surrey Estate                          | 44             | 11         |
| Strand ECD Forum/Rusthof Vroeë Kinderontwikkeling | Broadlands, Casablanca, Strand, Rusthof  | 83, 86, 100    | 8          |
| The Our Helderberg ECD Forum                      | Lwandle Nomzamo Asanda   | 85, 86         | 8          |
| Sir Lowry's Pass ECD Forum                        | Sir Lowry's Pass, Gordon's Bay, Chris Nissan Park                                  | 100            | 8          |
| Elsies River ECD Forum                            | Connaught, Leonsdale, Clarkes Estate, Avonwood, Riverton                           | 25, 26, 28     | 4          |
| Fisantekraal ECD Forum                            | Fisantekraal, Durbanville  | 105            | 7          |
| Delft ECD Forum                                   | Leiden, Voorbrug, Rosendal, Melrose, Delft South, The Hague                        | 20             | 5          |
| Bloekombos ECD Forum                              | Bloekombos   | 101            | 7          |
| Scottsdene ECD Forum                              | Scottsville  | 6, 7           | 2          |
| Mfuleni ECD Forum                                 | Mfuleni  | 108            | 21         |
| Bellville South ECD Forum                         | Greenlands, Glenhaven  | 9              | 6          |
| Mitchells Plain ECD Forum                         | Westridge, Eastridge, Rocklands, Tafelsig, Portlands, Woodlands                    | 78, 79, 81, 82 | 12         |
| Philippi ECD Forum                                | Philippi   | 33, 34, 35     | 13         |
| Westlake ECD Forum                                | Westlake   | 71             | 20         |
| Wallacedene ECD Forum                             | Wallacedene  | 101, 111       | 2, 7       |
| Kuils River ECD Forum                             | Kalkfontein, Sarepta   | 11, 19         | 21         |
| Macassar ECD Forum                                | Macassar, Bridge Park  | 109            | 22         |
| Strandfontein ECD Forum                           | Strandfonten   | 43             | 19         |
| Crossroads ECD Forum                              | Old Crossroads   | 36             | 13         |
| Athlone ECD Forum                                 | Silvertown, Kewtown, Gatesville, Bokmakierie                                       | 49             | 11         |
| Langa ECD Forum                                   | Langa  | 51, 52         | 15         |
| Nyanga ECD Forum                                  | Nyanga   | 37, 38         | 14         |
| Lansdowne ECD Forum                               | Lansdowne  | 60             | 17         |
| Khayelitsha ECD Forum                             | Khayelitsha  | 89, 90         | 9          |
| Gugulethu ECD Forum                               | Gugulethu  | 42, 44, 45     | 11         |
| Green Point ECD Forum                             | Green Point, City bowl   | 54             | 16         |
| Kensington ECD Forum                              | Garden Village   | 56             | 15         |
| Ravensmead ECD Forum                              | Uitsig, Cravenby   | 25             | 4          |
| Manenberg ECD Forum                               | Sherwood Park, Manenberg   | 46             | 17         |

In order to ensure that Cape Town's ECD practitioners meet the requirements of Province and comply with the National Curriculum Framework outcomes, the City provides a site learning programme (SLP) in partnership with Grassroots Educare Trust.

### KEY ECD SERVICE PROVIDERS

The City partners with various service providers to provide a range of capacity-building training opportunities for the personnel at the different ECD centres.

#### The ECD forums' development training initiative

The establishment of ECD forums has been of great help in connecting teachers of different ECD centres within the same area. They have also created a platform where issues can be discussed and where personnel can benefit from collective knowledge and experience.

The City asked the Centre for ECD to develop a training programme for forum members to learn to effectively participate in and manage their forum.

The programme includes aspects such as fundraising, governance, leadership, finance and management.

#### The ECD educational toolkit

The City of Cape Town, through its Social Development and ECD Directorate, channels funds via Supply Chain Management processes to procure services and goods from various service providers. These include educational toolkits and other required ECD materials. The educational toolkits focus on numeracy, literacy and social skills, which are critical in the holistic development of children and their school preparedness.

These kits were given to unregistered ECD centres to boost them and to prove the importance of ECD to the City.

Since their initial development, the toolkits have been refined and now cater for children 0–2 years and 2–4 years old. They comprise three colour-coded boxes that focus on literacy, numeracy and life skills. According to the curriculum, these are all important developmental aspects critical for the preparation of children for the formal schooling system.

The Foundation for Community Work (FCW) is one of the service providers that partnered with the City of Cape Town to implement the provision of the toolkits.

#### The ECD stimulation toolkit for children with disabilities

The City's strategic pillar of building an inclusive city resonates with Social Development and ECD Directorate's partnership with Uhambo Foundation. Through this partnership, the City was able to reach and support 19 ECD centres for children with disabilities. The Ndinogona 'I Can' is a special course that, together with a kit, helps caregivers to stimulate children with disabilities. The South African Government is a signatory to the Convention of the Rights of the Child, which is also applicable to children with disabilities.

The kit and course explain the importance of the developmental steps for children as well as what a caregiver to children with disabilities can expect. Because of the different types of disabilities the children may have, the course gives outlines within which the caregiver can work while being comfortable and sure of themselves.

#### The ECD site learning programme

The Children's Act requires ECD centres to register their child development programmes with the Provincial Department of Social Development. In order to ensure that ECD practitioners meet this requirement and comply with the National Curriculum Framework outcomes, the City has delivered a site learning programme (SLP) in partnership with Grassroots Educare Trust. Once a principal has completed the SLP, it is possible to register their ECD centre as a partial-care facility and to register the centre's learning programme. These are two key steps required for the centre to apply for a subsidy from the Department of Social Development.

The SLP is a nine-week programme, and attendants have to be at class twice a week. Topics that are addressed during the course include quality ECD services, learning through play, Outcomes-based Education (OBE), themes and topics, teaching methodology, child development and many more.

One of the principals who benefited from the City's sponsored ECD course in 2015 said she could implement what she has learnt 'from day one' (Jacobs, 2015). Apart from receiving a certificate upon completion, she says the contact with and support from other ECD principals was very valuable, and their class started a WhatsApp group, which is still in full operation.

#### The City's toy library initiative

The City's Social Development and ECD Directorate recently established a toy library to support the children of Harare, Khayelitsha. In line with the City's vision to build a strategic partnership, this fully-resourced ECD toy library is now operated and managed with an NGO. While still a little wary to take toys home because they are afraid they might break, more and more parents, preschools and ECD centres are starting to make use of this special service aimed at stimulating children creatively while also developing their skills during playtime. The toy libraries offer a wide variety of ECD educational materials and toys, which help to develop all aspects of child development. The opening of the Social Development and ECD Directorate



toy library in Harare has afforded the small home-based ECD centres a great opportunity to minimise the financial costs of buying expensive toys and educational materials. They now also have an opportunity to borrow and rotate various kinds of toys that are age appropriate. This initiative will be rolled out to priority areas in the 2015/16 financial year.

#### Accredited first aid training

Parents making use of childcare facilities offered by an ECD centre trust that their child will be in good hands and well looked after. The safety and security of children in care is very important. For this reason, the City has offered various opportunities to ECD carers to become familiar with basic first aid. It is a very popular course and is taught on an ongoing basis, which includes:

- the fundamentals of first aid;
- breathing difficulties;
- shock;
- blood, bleeding and wounds;
- burns;
- bites, stings and poisons;
- circulatory disorders;
- environmental conditions; and
- fractures, dislocations, soft-tissue injuries and transportation.

The City's toy libraries offer a wide variety of ECD educational and toy materials which help to develop all aspects of child development.





### EXPANDED PUBLIC WORKS PROGRAMME

The first pillar of the SDS aims to 'maximise income-generating opportunities for those who are excluded or at risk of exclusion'. This includes facilitating access to economic opportunities through the Expanded Public Works Programme (EPWP). The EPWP provides short-term job opportunities for the unemployed and seeks to provide income relief and experience to those participating in the programme. Funding for the EPWP is provided via the national government and is supplemented by internal City funding. As such the EPWP is a government-funded project and is guided by the relevant legislative prescripts for local government.

Within the City of Cape Town, the EPWP is guided via the:

- EPWP policy;
- Policy on the Recruitment and Selection of EPWP workers;
- Standard Operating Procedures for EPWP of 2014;
- Code of conduct for municipal staff members as noted in Schedule 2 of the Municipal Systems Act No. 32 of 2000.

In addition, due to the nature of EPWP and the expenditure directly related to it, all prescripts of the Municipal Finance Management Act 53 of 2003 apply.

The SDS makes several recommendations to ensure that the EPWP programme is used strategically for poverty alleviation. It suggests the principles that should inform short-term skills development projects. Many of these projects are within the ECD environment, with some examples listed below.

#### ECD centres survey

In 2013/14 a complete audit of unregistered ECD sites in informal settlements in the Cape Metro was conducted. The project was implemented through the creation of temporal job opportunities for unemployed members of the community. This project is seen as the important component of the ECD basket of services, which advocates for collaboration between the City of Cape Town and the Department of Social Development (Province).

The initiative resulted in the temporary employment of 32 people and 174 unregistered ECD sites were audited as part of this survey.

#### ECD cleaning project

As part of the support offered to City-owned ECD facilities, the City of Cape Town has created employment opportunities for 70 unemployed people from local communities by setting up an ongoing cleaning project to sustain a clean and hygienic environment at the centres.

#### ECD community outreach

This project also created employment opportunities for the unemployed with the implementation of an ECD programme focusing mainly on playgroup programmes. These are implemented mainly to support ECD stimulation in the informal settlements where these services are needed most. Currently we have employed 20 outreach workers in the following areas: Monwabisi Park in Khayelitsha, Gugulethu, Forest Heights, Valhalla Park, Malawi Camp, Driftsands, Mfuleni Phase 4, Delft (Blikkiesdorp) and Tafelsig.

The Expanded Public Works Programme is used strategically for poverty alleviation through short-term skills development projects. Many of these projects are within the ECD environment.

The City and the Cipla Foundation have agreed on a renewable collaboration partnership in order to roll out ECD-related programmes – both to address the needs of development for young children and raise funds for the building of ECD centres in informal settlements within the city.

### PRIVATE/PUBLIC PARTNERSHIPS

#### ECD investigative report

Funds were made available by the French Government's Development Aid. These funds were used to commission an investigative report into a cost-effective modular facility for ECD centres in specific areas within the City. These will be an alternative to the conventional 'brick-and-mortar' buildings. The report highlights the effectiveness of an alternative structure that will still comply with the national building regulations with specific reference to:

- health and safety;
- fire;
- cost; and
- accommodation of about 150 learners.

#### Cipla Foundation

The City and the Cipla Foundation are in the process of entering into a renewable collaborative partnership. The goal is to roll out ECD-related programmes as detailed in the City's ECD Policy. These programmes address the need for the development of young children, and focus on raising funds for the building of ECD centres in informal settlements across Cape Town. The policy also places strong importance on ensuring that ECD buildings in the informal human settlement areas comply with national building regulations, and the facilitation of the provision of available Council-owned land within identified areas to construct compliant ECD facilities.

The overarching objective is to increase the number of children who are able to access registered ECD centres, which are compliant with safety and health requirements and that meet the educational development needs of a child. In this way, the City aims to provide a firm educational foundation for children in preparation for their entry into the formal schooling system.

#### Construction of the Fisantekraal ECD Centre

On 16 February 2015, Social Development and ECD Directorate, in partnership with Garden Cities (NPO); Corobrick (Pty) Ltd; Clay (Pty) Ltd; Afrimat (Pty) Ltd and Ciolli Brothers, hosted the official launch of a newly built ECD centre in Fisantekraal.

The project was undertaken as part of the conditions attached to the mining rights as per statutory requirements. The City of Cape Town identified and allocated a portion of land and the aforementioned entities provided capital budget of R3,8 million for the construction of the ECD centre.

Upon completion, the City supplied toys and educational materials as well as office equipment to the value of R250 000 to prepare for the formal implementation of the educational curriculum and administration system. As part of this project, the City signed a Memorandum of Understanding (MoU) with the partners that sealed the ownership of the centre as it was handed over to the municipality as part of its immovable property register.

#### Department of Social Development, Western Cape Government

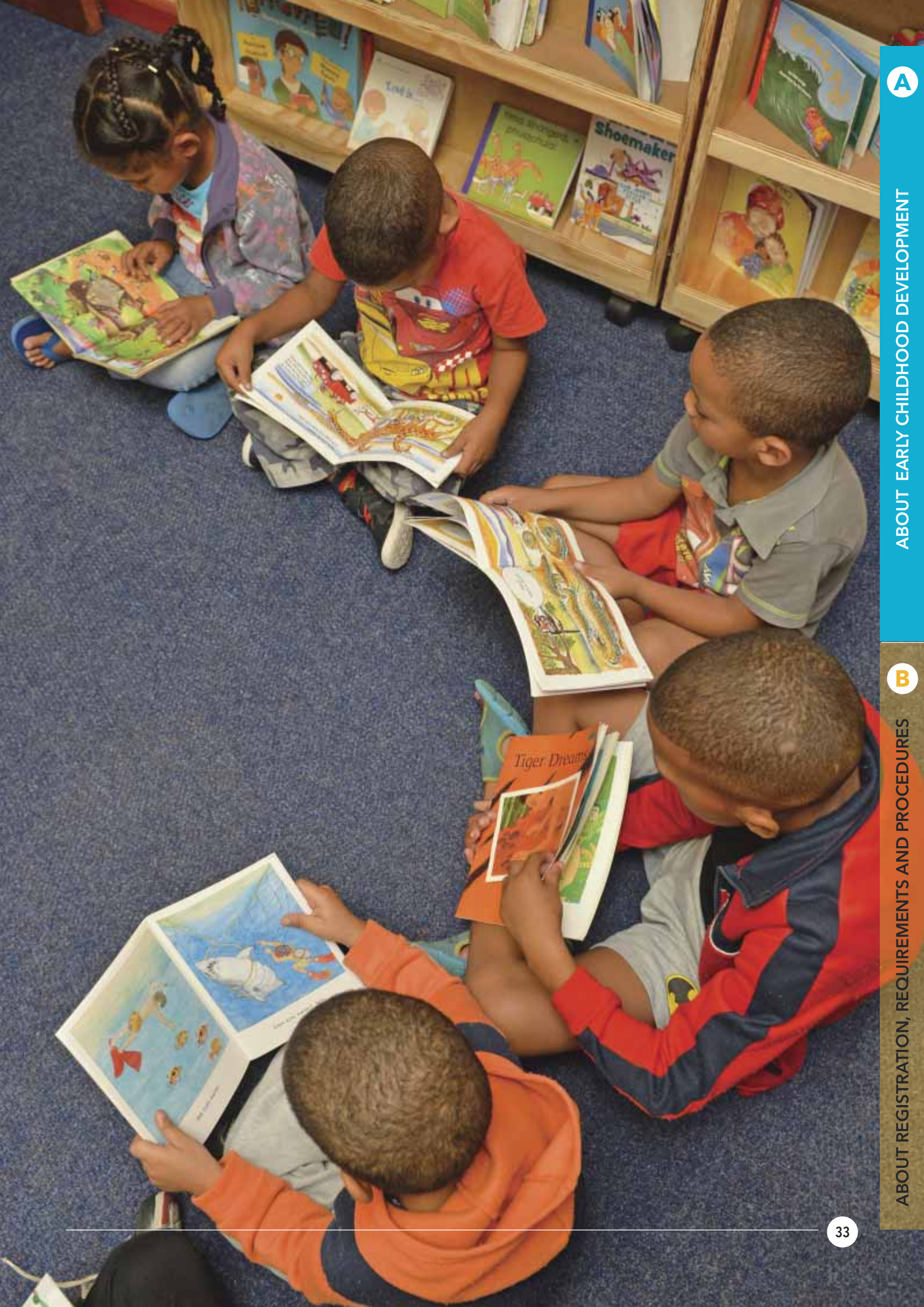
One of the many projects in which the City and the Western Cape Department of Social Development join forces in serving the community is registration drives. This ongoing collaboration is contained in the implementation protocol signed between the City and Province.

In a recent registration drive (February–June 2015), 26 information sessions for ECD operators were held across the city. The aim was to assist at least 100 ECD centres to become compliant for registration by the end of June 2015. As a result of the initiative, more than 184 ECD centres were registered. ECD registration drives provide a direct interface between state agencies and applicants to provide a step-by-step guide towards getting ECD centres registered in line with statutory requirements.

A councillor who attended one of these drives, afterwards wrote: 'I was very impressed with the event. Everything was well organised and the information given to the stakeholders was very efficient. Their package included the Children's Act, the ECD policy as well as the norms and standards relating to the registration of partial-care facilities. I think we are on the right track with the registration drive and hope that the communities will commit to the opportunities given to them.' (Visser, 2015)

ECD centres are required by national legislation to register with the Western Cape Department of Social Development. In order to register, they must meet the norms and standards set out in the Children's Act No. 38 of 2005. Once registered, the facilities qualify for subsidies determined and administered by the Western Cape Government. In addition, the Social Development Department plays an oversight role, monitoring the compliance of ECDs, and is empowered to cancel an ECD's registration certificate if it does not meet norms and standards.

The City's role is to assist ECD centres in becoming compliant in terms of planning, health, and fire safety aspects so that they are able to meet the criteria for registration.





## PART B

1. Registration procedures
2. Daily programmes
3. The ECD management committee
4. General tips
5. Children's developmental stages
6. National norms and standards
7. Important forms required
8. Contact details



# REGISTRATION PROCEDURES

## FOR PARTIAL CARE FACILITIES PROVIDING EARLY CHILDHOOD DEVELOPMENT AND AFTER-SCHOOL CARE SERVICES

### THE ROLE OF THE LOCAL AUTHORITY OR MUNICIPALITY

ECD practitioners wishing to develop a new facility must deal with their local municipality with regards to the following processes and procedures:

- Enquire from the municipality regarding land use rights. The municipality must first provide the appropriate land use or zoning certificate.
- Submit building plans for approval if required.
- Apply for written approval at municipal environmental health offices.
- The environmental health practitioner from the municipality will do an assessment to determine how many children can be accommodated.
- If the physical conditions are satisfactory, a health clearance certificate will be issued.



### Documents required for an ECD application

Documents required for an ECD application are as follows:

- Lease/rental agreement
- Zoning certificate
- Approved building plans
- Health clearance certificate
- Needs assessment form
- Business plan
- Job description for staff
- Clearance certificates in terms of the National Child Protection Register
- Daily programme
- Menus, etc.

### Site visits and inspections

Visits and inspections by the social worker and environmental health practitioner will determine:

- if the physical condition of the centre is satisfactory;
- if administrative and financial systems are satisfactory;
- if the services and programmes for the children are satisfactory; and
- if norms and standards are complied with.

Once all the requirements are met, the social worker will issue a registration or conditional registration certificate. This certificate will be valid for five years, thereafter the same process will be followed for the renewal of registration of the centre.

### Requirements for re-registration

The ECD practitioner will have to reregister:

- when they move to another building or site;
- when they make changes to the structure to accommodate more children;
- when the business is sold; and
- when there is a change of ownership.

Visits and inspections by the social worker and environmental health practitioner will determine, among others, if the physical condition, administrative systems, and service and programmes of the centre are satisfactory.



## DAILY PROGRAMMES



A daily programme should be reflected that clearly shows times for various activities that should be included in the early childhood development programme.

Parents should bring and collect children on time to avoid disrupting the routine.

Children should be able to play in an attractive, stimulating and safe environment with no overcrowding, and should be supervised at all times, especially during outdoor play.

### MENUS AND FOOD

A weekly menu should be on display. Requirements are as follows:

- This should comprise nutritional healthy meals and snacks.
- There must be a separate, clean and safe area for the preparation and serving of food.
- Food must always be stored in sealed containers.
- Safe and clean drinking water must always be available.
- All water containers must be covered at all times.
- Where water is not from a piped source it must be treated and made safe using approved national health guidelines by adding one teaspoon of bleach to 25 litres of water.

### HEALTH AND SAFETY

Staff should know basic first aid and public health, and every centre must have a first aid kit.

Children who become sick should be removed from the playroom and given special attention until their parents or guardians are able to fetch them.

In case of an emergency, the child must be taken to the nearest hospital or clinic.

There should be a medical file on each child, which should be kept updated, and special attention should be paid to children suffering from allergies.

Accidental injuries should be recorded and reported immediately to the management committee and to the Head of the Department of Social Development.

In the event of death, in terms of Section 178, the centre or person in whose care the child was placed must report the death to:

- the parent or guardian of the child;
- a police official;
- the Provincial Head of Social Development; or
- the social worker dealing with the matter.

Children should be able to play in an attractive, stimulating and safe environment with no overcrowding, and should be supervised at all times, especially during outdoor play.



### TRANSPORT OF CHILDREN

- Staff should organise regular outings for the children.
- Always use safe and reliable transport.
- Do not overload taxis and buses.
- Do not compromise on children's safety and comply with safety measures.
- There must be adult supervision at all times when children are being transported.

### DAY-TO-DAY MANAGEMENT OF THE PROJECT

The management committee of the ECD or after-school care project appoints a supervisor or principal to manage the programme on their behalf.

In their appointment of a supervisor, the committee looks for people with leadership abilities, knowledge and skills. Ideally a principal should have a minimum NQF Level 4 qualification.

Key responsibilities of the principal:

- Take overall management responsibility for the daily operation of the centre.
- Ensure quality service to the community.
- Present monthly written reports to the management committee. (This report highlights overall progress, needs, problems, staff requests and suggestions.)

In terms of Regulation 18(7) of the Children's Act, quarterly progress reports must be furnished to the parent or guardian of each child in a partial care facility.

Supervisors and staff should ensure that weekly planning is done and put into practice.

The supervisor/principal should regularly consult and liaise with the chairperson and the treasurer.

Parents, staff and supervisors should honour confidentiality to earn the respect of the community. This will ensure that a high standard is maintained.

### Staff-to-child ratios

- For children between the ages of one month and 18 months: 1:6
- For children between the ages of 18 months and three years: 1:12
- For children between the ages of three and four years: 1:20
- For children between the ages of five and six years: 1:30
- For every staff member stipulated above, there must be an assistant.

A weekly menu should be on display. This should comprise nutritional healthy meals and snacks, prepared and served in separate, clean and safe areas.

## THE ECD MANAGEMENT COMMITTEE



In terms of Regulation 18 (7) of the Children's Act, quarterly progress reports must be furnished to the parent or guardian of each child in a partial care facility.

Activities to be conducted at the annual general meeting (AGM) should be specified in the constitution, which serves as your guiding document. Community representatives and parents with the necessary skills are elected to the management committee at the AGM. Every parent is given a copy of the constitution in order to foster parent involvement and participation.

#### Regular meetings

The management committee should meet regularly to ensure the efficient and effective functioning of the centre. It should preferably meet once per month, but at least once per quarter.

#### Reports

Reports should be tabled at management committee meetings e.g. via the supervisor/principal's monthly report. Reports should highlight overall progress, needs, problems, staff requests and suggestions.

In terms of Regulation 18 (7) of the Children's Act, quarterly progress reports must be furnished to the parent or guardian of each child in a partial care facility.

Proper records should be kept by the management committee, specifically as follows:

- Minutes
- Financial statements
- Receipts and vouchers
- Correspondence
- Staff personal files
- Medical certificates
- Salary registers and scales

The records should reflect decisions regarding fees, financial administration, staff employment, salaries, legal agreements, employment contracts, job descriptions, purchasing of equipment, hiring of professional services, maintenance of the premises, and more.

Records may only be removed from the premises with the consent of the management committee.

#### UNDERSTANDING EFFECTIVE GOVERNANCE

For a Management Committee to be effective, members have to focus on:

- giving strategic direction;
- ensuring that the NPO is resourced to achieve its mission; and
- providing adequate oversight.

#### Recognising effective governance

In order to practise effective governance, the centre must:

- be accessible and responsive to beneficiaries, donors and staff;
- support transparency through disclosing information;
- operate with a sense of responsibility, integrity, honesty and respect;
- ensure constructive conflict resolution;
- monitor adherence to laws and regulations;
- take action to build and protect its reputation;
- involve stakeholders in planning and evaluations;
- educate committee members about their roles and responsibilities;
- offer quality services; and
- provide a healthy work environment.

The committee has to ensure that the centre is managed by the community, and not the staff.

It is not advisable for more than one member of the same family to serve on the management committee. Likewise it is not good for relatives of staff to serve on the management committee.



## FINANCIAL ADMINISTRATION

In the interests of transparent and compliant financial administration, the following points apply:

- Banking accounts should be opened in the registered name of the ECD or after-school care centre.
- The chairperson and treasurer should work closely regarding the financial position of the centre.
- At least two out of three committee members should have signing power.
- Signatories should only sign cheques with a completed requisition from the principal or manager.
- Financial reports should be presented at management, parent and special meetings.
- The management committee should draw up a budget for the year.
- Expenditure should always be in accordance with the annual budget.
- The treasurer should supply the manager or principal with monthly petty cash.
- Receipting of funds should be done immediately.
- Parents should insist on being handed their receipt.
- The treasurer should hand the manager or principal a receipt for the total amount of fees received.
- Salary decisions should be based on the annual budget.
- The centre should strive to pay staff decent salaries.

### The audit process

To reduce costs, books should be taken up to trial balance before being given to the auditors. Copies of the audited financial statements should be sent to the Department of Social Development, the NPO Directorate, and other donors who are funding and supporting your programme.

In order to ensure effective governance, the centre must, among others, involve stakeholders in planning and evaluations, offer quality services, and provide a healthy work environment.



## GENERAL TIPS

### Tips for parents

- Enquire about the registration status of the centre.
- Ask to see a copy of the certificate if possible.
- Attend regular PTA meetings.
- Offer your support where possible.

Communities need to get involved in their local ECD centres. Local professionals (teachers, social workers, nurses, traffic officials and police officers) should volunteer to serve on governing bodies and committees.

### Tips for service providers

- Ensure registration compliance.
- Strive to improve the quality of your service.
- Provide opportunities for staff to improve their training and qualifications.
- Arrange regular PTA meetings for parents.
- Regularly review and update your constitution and policies.
- Become active members of your local ECD or after-school care forums.

### Tips for communities

- Local ECD forums, community police forums and neighbourhood watches must pool their resources to make services for children safer.
- Regular meetings with taxi associations and drivers must be held to improve awareness and responsibility towards child safety.
- Local professionals (teachers, social workers, nurses, traffic officials and police officers) must volunteer to serve on governing bodies and committees.

# CHILDREN'S DEVELOPMENTAL STAGES

**TABLE 3: Early childhood development practitioners' qualifications map**

| Age                  | What children do   | What children need  |
|----------------------|--|---|
| <b>0 – 3 months</b>  | Children begin to smile, track people with their eyes, prefer faces and bright colours, reach, discover hands and feet, lift their head and turn towards sound, and cry, but are often soothed when held.  | Protection from physical danger, adequate nutrition, adequate health care (immunisation, hygiene), motor and sensory stimulation, appropriate language stimulation, responsive and sensitive parenting.   |
| <b>4 – 6 months</b>  | Children smile often, prefer parents and older siblings, repeat actions with interesting results, listen attentively, respond when spoken to, laugh, gurgle, imitate sounds, explore hands and feet, put objects in their mouth, sit when propped up, roll over, bounce, and grasp objects without using their thumbs.                                       | Protection from physical danger, adequate nutrition, adequate health care (immunisation, hygiene), motor and sensory stimulation, appropriate language stimulation, responsive and sensitive parenting.   |
| <b>7 – 12 months</b> | Children remember simple events, identify themselves, body parts, familiar voices, understand own name, other common words, say their first meaningful words, explore, bang and shake objects, put objects in containers, sit alone, creep, pull themselves up to stand, walk, may seem shy or upset with strangers.   | Protection from physical danger, adequate nutrition, adequate health care (immunisation, hygiene), motor and sensory stimulation, appropriate language stimulation, responsive and sensitive parenting.   |
| <b>1 – 2 years</b>   | Children imitate adult actions, speak and understand words and ideas, enjoy stories and experimenting with objects, walk steadily, climb stairs, run, assert their independence but prefer familiar people, recognise ownership of objects, develop friendships, solve problems, show pride in accomplishments, like to help with tasks, begin pretend play. | In addition to the needs of previous years, children require support in the following: acquiring motor, language, and thinking skills, developing independence, learning self-control, opportunities for play and exploration, and play with other children. Health care must also include deworming.                           |
| <b>2 – 3½ years</b>  | Children enjoy learning new skills, learn language rapidly, are always on the go, gain control of hands and fingers, are easily frustrated, behave more independently, act out familiar scenes.  | In addition to the needs of previous years, children at this age require opportunities to do the following: make choices, engage in dramatic play, read increasingly complex books, sing favourite songs, work simple puzzles.  |
| <b>3½ – 5 years</b>  | Children have a longer attention span, act silly and boisterous, talk a great deal, ask many questions, want real adult things, keep art projects, test physical skills and courage with caution, reveal feelings in dramatic play, like to play with friends, do not like to lose, learn to share and take turns.   | In addition to needs of previous years, children at this stage require opportunities to do the following: develop numeracy and reading skills, engage in problem solving, practise teamwork, develop a sense of personal competency, practise questioning and observing, acquire basic life skills, and attend basic education. |



# NATIONAL NORMS AND STANDARDS



The requirement of a safe environment for children at a partial care facility stipulates that premises and equipment must be safe, clean and well-maintained, and there must be adult supervision at all times.

## NATIONAL NORMS AND STANDARDS FOR PARTIAL CARE

For the purposes of section 79(2) of the Act, the following are national norms and standards for partial care:

### 1. A safe environment for children

- (a) Children must experience safety and feel cared for whilst at the partial care facility.
- (b) Premises inside and outside must be safe, clean and well maintained.
- (c) Equipment used must be safe, clean and well maintained.
- (d) There must be adult supervision at all times.
- (e) The structure must be safe and weatherproof.
- (f) Floors must be covered in washable and easy to clean material that is suitable for children to play and sleep on and walls must be safe and easy to clean.
- (g) All reasonable precautions must be taken to protect children and staff from the risk of fire, accidents or other hazards.
- (h) Safety measures must be undertaken when transporting children. Such safety measures include ensuring that:
  - (i) transport operators transporting children are registered, suitably trained, screened against Part B of the Child Protection Register and possess the necessary licences and permits as prescribed by the National Land Transport Transition Act, 2000 (Act No. 22 of 2000), and other relevant national transport policies and regulations determined by the Department of Transport;
  - (ii) the requirements published by the Minister of Transport periodically in terms of the National Land Transport Transition Act, 2000 are adhered to;
  - (iii) transport is appropriate to the ages of children transported and that it is accessible and suitable to children with disabilities and other special needs
  - (iv) transport providers comply with safety measures regulated by the Department of Transport, including adherence to speed limits, and that all passengers are seated regardless of the transport mode used;
  - (v) vehicles used to transport children are safe and have the necessary safety characteristics, such as windows and doors' opening instructions, safety equipment and appropriate speed devices;
  - (vi) children are not transported in open vehicles;
  - (vii) there is an adult supervisor in a vehicle transporting children under the age of nine years; and
  - (viii) there is no overloading of children in vehicles.

### 2. Proper care for sick children or children who become ill

- (a) Staff must have the ability to identify children who are ill and be able to refer them for appropriate health services.
- (b) Policies and procedures relating to the health care of children whilst at the partial care facility must be in place. Such policies and procedures must cover the following:
  - (i) criteria for identifying ill children;
  - (ii) safekeeping of all medication at a partial care facility;
  - (iii) procedures for dealing with children who are ill; and
  - (iv) guidelines for preventing the spread of diseases at the partial care facility.
- (c) The following procedure regarding children who are ill must be adhered to:
  - (i) after identifying children who are ill, the illness or problem must be reported to the parent(s), caregiver or family as soon as possible;
  - (ii) the child must be removed from other children to a safe place or room designed to care for ill children;
  - (iii) any child assessed to have an infectious disease (measles, chickenpox, etc.) must be immediately isolated from other children and referred to the nearest hospital or clinic for further assessment and treatment;
  - (iv) if a child is already on prescribed medication, that child must receive the medication as prescribed and as advised by the parents; and
  - (v) in cases of emergency, the child must be taken to the nearest hospital or clinic for treatment and appropriate referral.
- (d) The following medical records must be kept:
  - (i) up-to-date records of each child's medical history;

- (ii) records of each child's immunisation programme and Vitamin A schedule; and
- (iii) records of health incidents and accidents occurring at the facility.
- (e) Every partial care facility must have a first aid kit.

### 3. Adequate space and ventilation

- (a) The partial care facility must have adequate ventilation and sufficient light.
- (b) Space for different activities and functions must be clearly demarcated.
- (c) Where applicable, new buildings and alterations to buildings must comply with the building standards as set out by the National Building Regulations and Building Standard Act, 1997 (Act No.103 of 1997).

### 4. Safe drinking water

- (a) Safe and clean drinking water must always be available.
- (b) Where water is not from a piped source, it must be treated and made safe using approved national health guidelines for the treatment of water by adding one teaspoon of bleach to 25 litres of water.
- (c) All water containers must be covered at all times.

### 5. Hygienic and adequate toilet facilities

- (a) Partial care facilities catering for toddlers must have potties, toilets and washbasins.
- (b) Toilet and hand washing facilities must be reachable for children over the age of three years.
- (c) For children up to the age of three years:
  - (i) there must be appropriate toilets;
  - (ii) where there are no sewerage or ablution facilities, potties must be made available;
  - (iii) every child under the age of three years must have his or her own potty;
  - (iv) waste from potties must be disposed of hygienically;
  - (v) potties must be cleaned after use and disinfected in a properly demarcated area; and
  - (vi) there must be a clearly demarcated nappy changing area with a surface that can be easily cleaned. This area must be situated away from the food preparation area.
- (d) For children between the ages of three and six years:
  - (i) where sewerage systems are available, there must be one toilet and one hand washing basin for every 20 children;
  - (ii) where no sewerage facilities are available, an appropriate toilet must be available at the partial care facility or immediately adjacent to the partial care facility;
  - (iii) where no running water is available, there must be a minimum of 25 litres of drinkable water supplied on a daily basis;
  - (iv) where no washbasins are available, one suitable container for every 20 children must be made available, provided that such container is cleaned and changed regularly and closed; and
  - (v) all toilets must be safe and hygienic.
- (e) For children of six years and older, there must be:
  - (i) hygienic and safe toilets; and
  - (ii) one toilet and one hand washing basin for every 20 children.
- (f) There must be adult supervision at all times when children use the toilet.
- (g) Where applicable the local authority regulations and by-laws in respect of physical characteristics of building and health requirements must be adhered to.

### 6. Safe storage of anything that may be harmful to children

- (a) Medicine, cleaning substances and any dangerous substances must be kept out of reach of children.
- (b) Medicine and dangerous substances must be kept in separate locked or childproof cupboards.
- (c) Dangerous objects, materials, sharp instruments and utensils must be kept out of reach of children.
- (d) Dangerous substances may not be used in the vicinity of children.
- (e) Electrical plugs must be covered.
- (f) Paraffin, gas and other electric appliances must be kept out of reach of children.
- (g) Cleaning agents must be kept in clearly marked containers and out of reach of children.

There must be separate, clean and safe areas for the preparation of food, cleaning up after food preparation and serving food to the children.

### 7. Access to refuse disposal services or other adequate means of disposal of refuse generated at the partial care facility

- (a) Where possible, refuse must be disposed of according to municipality regulations.
- (b) Waste disposal methods must be safe and covered.
- (c) Waste must be kept out of reach of children.
- (d) Waste disposal areas must be disinfected regularly.

### 8. A hygienic area for the preparation of food for children

- (a) There must be a separate, clean and safe area for the preparation of food as well as for cleaning up after food preparation.
- (b) There must be a separate clean and safe area for serving food to the children.
- (c) There must be cooling facilities for storage of perishable food.
- (d) The food preparation area must be clearly marked and out of reach of children.
- (e) There must be a sufficient supply of clean water as well as cleaning agents.
- (f) There must be sealed containers to store all prepared food before serving such food.

### 9. Measures for the separation of children of different age groups

- (a) Where possible, children must be separated into the following age categories in separate rooms or places to ensure their development:
  - (i) Children under the age of 18 months.
  - (ii) Children between the ages of 18 and 36 months.
  - (iii) Children between the ages of three and four years.
  - (iv) Children between the ages of four and six years.
- (b) Where a partial care facility provides after-care facilities to children of school-going age, these children must be kept separate from the the children in the abovementioned age groups in order to ensure that they are able to rest and complete their homework upon their return from school.
- (c) Where more than 50 children are enrolled for a full day at a partial care facility, there must be a separate room or place to be used as an office and as a sickbay.

### 10. The drawing up of action plans for emergencies

- (a) Reasonable precautions to protect children from risk of fire, accidents and other hazards must be taken.
- (b) Policies and procedures for dealing with structural and environmental emergencies and disasters must be in place.
- (c) Emergency procedures with relevant contact details must be visibly displayed.
- (d) Emergency plans must include evacuation procedures.
- (e) Emergency plans must be up-to-date, regularly tested and reviewed.
- (f) Staff must be trained in dealing with emergencies.
- (g) Children must be made aware of emergency procedures.

### 11. The drawing up of policies and procedures regarding health care at the partial care facility

Policies must:

- (a) include procedures to deal with infectious diseases at the partial care facility;
- (b) include procedures for dealing with the medical needs of sick children and of children with chronic illnesses;
- (c) ensure that there are standards relating to cleanliness and hygiene at the partial care facility;
- (d) ensure that there is an adequate supply of cleaning agents and towels at the partial care facility;
- (e) provide for the training of staff in first aid;
- (f) include record-keeping and registers pertaining to storage and use of medicines at the partial care facility;
- (g) promote confidentiality when dealing with health-related information;
- (h) encourage staff to take care of their health, undergo regular medical check-ups, and must include procedures to deal with contagious diseases contracted by staff in order to prevent transmission to children; and
- (i) promote ongoing staff training and development on keeping a healthy environment, identifying illnesses, preventing the spread of diseases and infectious diseases as well as promoting universal health precautions.

**NATIONAL NORMS AND STANDARDS FOR EARLY CHILDHOOD DEVELOPMENT PROGRAMMES**

For the purposes of section 94(2) of the Act, the following are national norms and standards for early childhood development programmes:

**1. The provision of appropriate developmental opportunities**

Programmes must:

- (a) be delivered by members of staff who have the knowledge and training to deliver developmental programmes;
- (b) be appropriate to the developmental stages of children;
- (c) respect and nurture the culture, spirit, dignity, individuality, language and development of each child;
- (d) provide opportunities for children to explore their world; and
- (e) be organised in a way that each day offers variety and creative activities.

**2. Programmes aimed at helping children to realise their full potential**

- (a) Children must receive care, support and security.
- (b) Programmes must promote children's rights to rest, leisure and play through the provision of a stimulating environment.
- (c) Programmes must promote self-discovery.
- (d) Programmes must be evaluated and monitored.
- (e) Programmes must promote and support the development of motor, communication and sensory abilities in children.
- (f) Programmes must promote self-control, independence and developmentally appropriate responsibility.
- (g) Activities must promote free communication and interaction amongst children.
- (h) Programmes must respect and nurture the culture, spirit, dignity, individuality, language and development of each child.

**3. Caring for children in a constructive manner and providing support and security**

- (a) Creative play and exploratory learning opportunities must be provided to children.
- (b) Programmes must adhere to the following conditions:
  - (i) Toilet facilities must be safe and clean for children.
  - (ii) Where there are no sewerage facilities, sufficiently covered potties must be available.
  - (iii) Every child under the age of three years must have his or her own potty.
  - (iv) For ages three to six years, one toilet and one hand washing basin must be provided for every 20 children.
  - (v) There must be a place for the bathing of children.
  - (vi) Discipline must be effected in a humane way and promote integrity with due regard to the child's developmental stage and evolving capacities. Children may not be punished physically by hitting, smacking, slapping, kicking or pinching.
  - (vii) Programmes must adhere to policies, procedures and guidelines related to health, safety and nutrition practices. These must relate to:
    - (aa) practices aimed at preventing the spread of contagious diseases;
    - (bb) at least one meal per day must be provided;
    - (cc) all meals and snacks should meet the nutritional requirements of children; and
    - (dd) where children are bottle-fed, a suitable facility must exist for cleaning the bottles; and
    - (ee) children must be supervised by an adult at all times.
- (c) Programmes must meet the following requirements in relation to staff:
  - (i) Staff must be trained in implementing early childhood development programmes.
  - (ii) Staff must be equipped with basic information, knowledge and skills to recognise children's serious illnesses and how to deal with those.
  - (iii) Staff must be trained in first aid.
  - (iv) The staff-to-child ratio must:
    - (aa) for children between the ages one month and 18 months be 1:6;
    - (bb) for children between the ages 18 months and three years be 1:12;
    - (cc) for children between the ages three and four years be 1:20; and
    - (dd) for children between the ages five and six years be 1:30; and
  - (v) for every staff member stipulated above, there must be an assistant.

Early childhood development programmes offered must promote children's rights to rest, leisure and play through the provision of a stimulating environment; must promote self-discovery, and must be evaluated and monitored.

Programmes must promote appreciation and understanding for children's culture and language, and children must be allowed to communicate in the language of their choice and preference outside class.

### 4. Ensuring development of positive social behaviour

- (a) Programmes must promote understanding of and respect for diversity in gender, language, religion and culture.
- (b) Activities must include parents and care-givers in the development of positive social behaviour in children.
- (c) Programmes must promote the development of positive social values.
- (d) Programmes must be conducted in a non-discriminatory manner.
- (e) Staff must demonstrate behaviour that promotes positive behaviour by modelling attitudes and interactions with children.

### 5. Respect for and nurturing of the culture, spirit, dignity, individuality, language and development of each child

- (a) Programmes must promote appreciation and understanding for children's culture and language.
- (b) Educators must utilise one medium of instruction in class.
- (c) Children must be allowed to communicate in the language of their choice and preference outside class.
- (d) Cultural diversity must be encouraged and respected by educators and children alike.
- (e) Programmes may, where appropriate, facilitate late birth registration.
- (f) Programmes must contribute to the development of a sense of identity in children.

### 6. Meeting the emotional, cognitive, sensory, spiritual, moral, physical, social and communication development needs of children

- (a) Programmes must be appropriate to the developmental stages and evolving capacity of children.
- (b) Programmes must ensure that parents and caregivers are involved in the development of children.
- (c) Programmes must provide education and support to parents, caregivers and families to fulfil their responsibilities towards child-rearing and the holistic development of their children.
- (d) Programmes must be accessible to especially vulnerable children in their homes.
- (e) For children up to three years of age, programmes should, as much as possible, include household visits for increased accessibility to children.
- (f) Programmes must promote cognitive development in children.
- (g) Programmes must promote the development of fine sensory and motor skills in children.
- (h) Activities must promote a positive relationship between the centre, families and the community.
- (i) Programmes must teach age-appropriate self control and independent behaviour.
- (j) Existing community resources and strengths must be utilised in promoting the development of children.
- (k) The emotional needs of children must be addressed and children must be encouraged to express their emotions in a safe, supportive and protective environment.
- (l) Parents, caregivers and families of vulnerable children, children with disabilities and child-headed households must be provided with information, knowledge and skills to promote the development of their children.
- (m) Children must be enabled to develop a positive sense of identity and self-worth.
- (n) Programmes must be based on an integrated approach.
- (o) Children should feel valued and respected when participating in activities.

## IMPORTANT FORMS REQUIRED\*

- **FORM 11**  
Application for the registration/conditional registration/renewal of registration/reinstatement of a partial care facility
- **FORM 16**  
Application for the registration/conditional registration/renewal of registration of an early childhood development programme
- Certificate of registration/conditional registration/renewal of registration/reinstatement of a partial care facility
- Schedule A/Subsidisation of ECD centres
- **FORM 29**  
Inquiry by employer to establish whether person's name appears in Part B of National Child Protection Register
- **FORM 30**  
Inquiry by person to establish whether their name is included in Part B of National Child Protection Register



\* Forms can be obtained from the City of Cape Town's Social Development and Early Childhood Development Directorate's district offices. See page 50 for details.

## CONTACT DETAILS



**TABLE 4: The City of Cape Town early childhood development (ECD) interdepartmental task team**

| Office  | Office address and contact number  |
|---|--|
| Social Development and Early Childhood Development Directorate              | 7th Floor, Telkom Towers, 2 Hertzog Boulevard, Cape Town, 8001<br>Andile Wotshela 021 417 4088 or 083 316 2718 |
| Planning and Building Development (Land Use Management)                     | Schalk de Jager 021 400 7580   |
| Environmental Health  | Ruberto Isaaks 021 444 0893  |
| Emergency Services (Fire and Life Safety)                                   | Ignatius Smart 021 590 1975<br>Gerard Langenhoven 021 797 6842   |
| Department of Social Development: Provincial Government of the Western Cape | Neville Basson 021 483 5011  |

**TABLE 5: The City of Cape Town Social Development and Early Childhood Development district offices**

| Office  | Office address and contact number   |
|---|---|
| Eastern District<br>(Subcouncils 8, 21 and 22)          | 1st Floor, Bellpark Building, Voortrekker Road, Bellville, 7530<br>ECD Application Officer: Gladys Valaze 021 918 7224  |
| Khayelitsha District<br>(Subcouncils 9, 10 and 24)      | Thusong Centre, corner of Kilimanjaro and AZ Berman Drive, Tafelsig, Mitchells Plain, 7785<br>ECD Application Officer: Nondwe Senoamali 021 417 0511            |
| Klipfontein District<br>(Subcouncils 11, 14 and 17)     | Athlone Stadium (east side), Cross Boulevard, off Klipfontein Road, Athlone, 7764<br>ECD Application Officer: Valerie Diedricks 021 444 0719                    |
| Mitchells Plain District<br>(Subcouncils 12, 13 and 23) | Athlone Stadium (east side), Cross Boulevard, off Klipfontein Road, Athlone, 7764<br>ECD Application Officer: Juleiga Lackay 021 444 0692                       |
| Northern District<br>(Subcouncils 2, 3 and 7)           | 1st Floor, Scottsdene Housing Office, cnr of La Boheme Road and Eoan Avenue, Scottsdene, 7570<br>ECD Application Officer: Wilmot Arendse 021 444 2365           |
| Southern District<br>(Subcouncils 18, 19 and 20)        | SHAWCO Building, 2nd Avenue, Retreat, 7945<br>ECD Application Officer: Chantal Geland 021 444 0715  |
| Tygerberg District<br>(Subcouncils 4, 5 and 6)          | 1st Floor, Bellpark Building, Voortrekker Road, Bellville, 7530<br>ECD Application Officer: Norma Aloile 021 918 7261   |
| Western District<br>(Subcouncils 1, 15 and 16)          | Telkom Towers, 7th Floor, Standard Bank Building, 2 Hertzog Boulevard, Cape Town, 8001<br>ECD Application Officer: Kholiswa Ngonzo 021 400 1162 or 021 400 0141 |



**TABLE 6: The Department of Social Services (of The Provincial Government of the western cape)**

| Office  | Office address and contact number  |
|---|--|
| ECD Registration Coordinator  | Neville Basson 021 483 5011  |
| <b>Metro South</b><br>Athlone, Gugulethu, Philippi, Nyanga, Mitchells Plain, Grassy Park, Wynberg, Retreat, Fish Hoek | Madelene Junies, Wynberg<br>021 763 6209<br>madelene.junies@westerncape.gov.za                                 |
| <b>Metro North</b><br>Goodwood, Bellville, Delft, Elsies River, Atlantis, Milnerton, Cape Town, Langa                 | Christo Titus, Goodwood<br>021 483 7685<br>christo.titus@westerncape.gov.za                                    |
| <b>Metro East</b><br>Kraaifontein, Eerste River, Somerset West, Khayelitsha   | Jennifer MacMaster, Kraaifontein (Cape Gate)<br>021 001 2145/2192<br>jennifer-ann.macmaster@westerncape.gov.za |
| <b>Head office programme contacts</b>   |  |
| Children and Families: Care and Protection Services to Children   | Nomfundo Nabela 021 483 4016, nomfundo.nabela@westerncape.gov.za   |
| Children and Families: Early Childhood Development  | Julinda Kruger 021 483 4556, julinda.kruger@westerncape.gov.za   |
| Children and Families: Care and Protection Services to Families and Victim Empowerment                                | Lionel Arnolds 021 483 5601, lionel.arnolds@westerncape.gov.za   |



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