

Head Office:

Emthonjeni TREE Centre, 69
Krishna Road
Briardene, 4051

Tel: (031 579 4711/2/3/4)
Fax: (031 579 4687)

P.O. Box 35173
Northway, 4065



Young Children, Our Future

BRANCHES:

PIETERMARITZBURG
PORT SHEPSTONE
LADYSMITH
ZULULAND

E-mail: tree@worldonline.co.za

Website: www.tree-eed.co.za

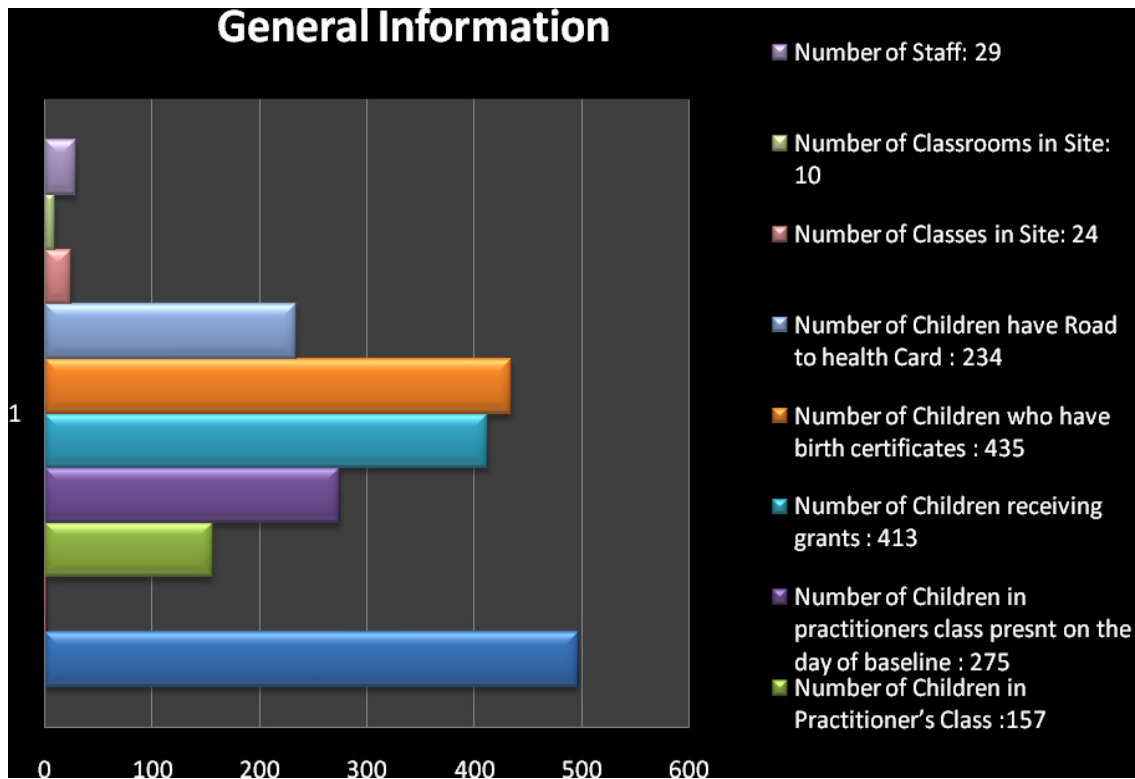
Training and Resources in Early Education
NPO: 002 – 495 Accreditation Number: ETD – 0178 PBO Number: 930008834

ILEMBE BASELINE ANALYSIS

Baseline survey was conducted on 21 sites bellow

	ECD SITE NAME	AREA	No. of children
1	Sbongiseni Creche	Mellville	77
2	Sinethemba	Groutville station	23
3	Isiphiwo Creche	Ntshawini	67
4	Snethemba Creche(Etete)	Etete	49
5	Msizozayo Creche	Mellville	42
6	thembalabasha	Shakashead	25
7	Sthenjisiwe	Etete	23
8	Sqalokuhle	Shayamoya	16
9	Siyanamukela	Shayamoya	50
10	Tinley Manor	Glete	137
11	Ntokozweni crèche	Nkobongo	45
12	iNtandokazi crèche	Nkobongo	82
13	Vukuzenzele	Nkobongo	69
14	Enhlanhleni	Ntshawini	68
15	iKusasaletu	Shakaville	104
16	Shayamoya	shakaville	92
17	Sphephelo	Groutville Station	48
18	Zamani	Groutville station	50
19	Siyakhulasonke	Groutville	63
20	Ekuthuleni	Groutville	48
Standby ECD site	Indumiso	Ntshawini	
TOTAL			497

The graph below indicates the statistics in all sites:



Practitioner child ratio

The total number of practitioner at all 21 ECD sites is 29 reaching 497 children. According to the Norms and Standards outlined by the Department of Social Development governing the ECD sites; this complies to then regulations, as the average practitioner/child ratio is 1:17. This ensures that children are receiving attentive interactions from the practitioner.

Children receiving grants

Baseline findings indicated that out of a total number of 497 children at sites, 413 are receiving child support grants. This is a positive to note as this enables caregivers to provide for the basic needs for the children.

Children with documentation

More than 80% of children have birth certificates. This indicates that children are able to acquire clinic cards for immunisation and assess government grants.

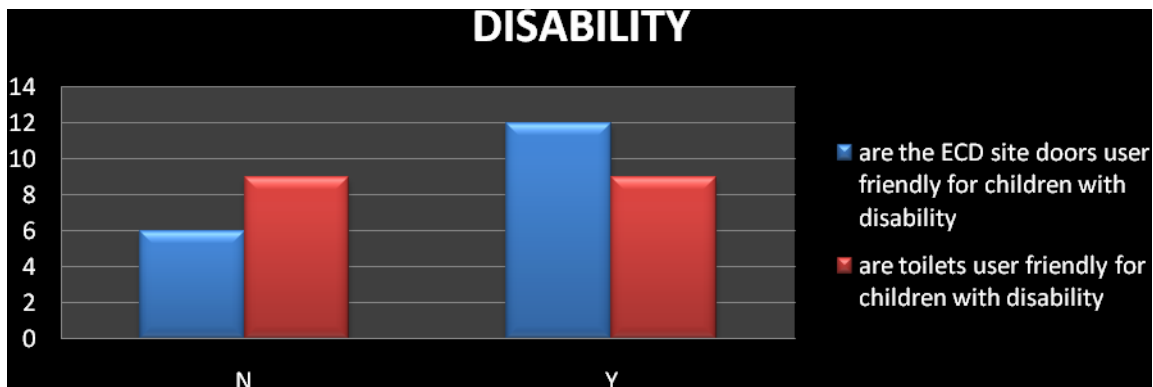
Children with Road to health Card

From the total 497 children, only 234 children have road to health cards (RTHC), which indicates that with almost 50% of children, we are unaware if they have had immunizations. This necessitates engagement with parents/caregivers and practitioners so we can be able to raise awareness on the importance and benefit of having road to health cards for children and importance of how immunisation and growth impacts on child development.

Disability

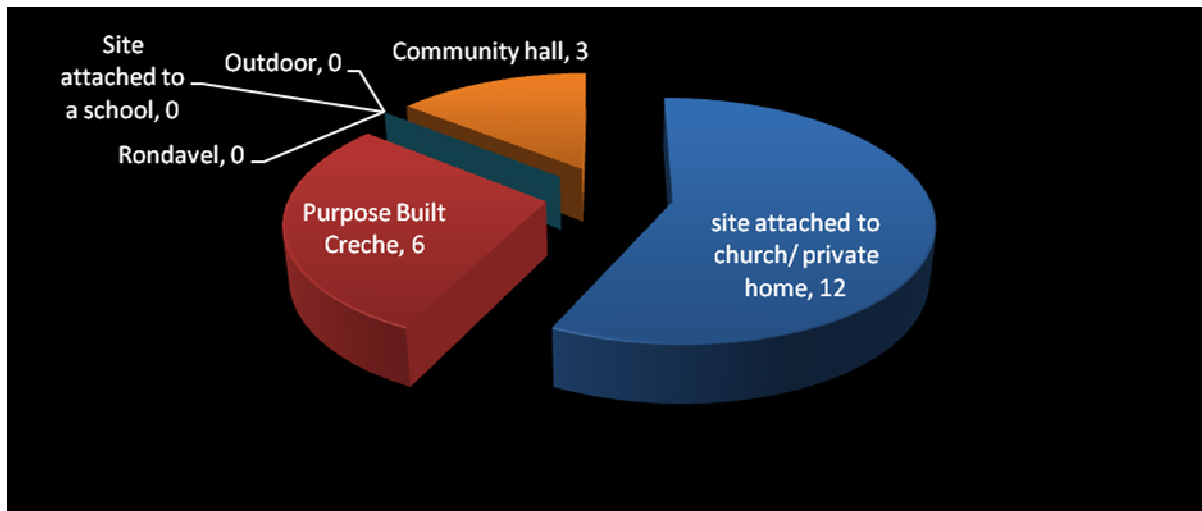
Only 2 children were identified with having some form of disability. It is important to note that certain disabilities are not easily identifiable and that it is crucial that we empower and engage with parents/caregivers and practitioners in raising awareness on child disability so there are able to identify children with disabilities as early as possible. Some of these include partial sightedness, autistic spectrum disorder, mild to moderate intellectual disability, ect. We have also seen a trend where caregivers often keep disabled children at home due to fear of stigma or perhaps because ECD sites are not conducive to cater for the specific needs of children with disabilities.

Tree has developed an Inclusive Education training programme which assists practitioners to be able to conduct programmes that include children with different disabilities and provide appropriate resources required for their development



Site infrastructure:

80% of sites have good infrastructure however there are issues of overcrowding which impacts on proper classroom set up that is required for stimulating programme implementation.



Resources and Equipment:

The Baseline findings indicated that the following resources are required by the 21 ECD sites

Resources needed	Number of Sites in need/ number of resources needed
Outdoor equipment:	21 sites
Indoor equipment:	21 sites
Mattresses:	517
Blankets:	483
Cot beds	96

Tables:	235
Chairs:	563
Porridge and lunch packs:	21 sites
Books of books	21 sites
Wheelchair:	1 site
First Aid Kit:	21 sites, some need top up
Fence:	1 site needs fencing - Siyakhulasonke

Indoor equipment and resources

All 21 sites lack on indoor equipment and resources that is required. In order to meet this need TREE produces culturally and age appropriate equipment and resources that are durable and suitable for ECD sites. The bellow table shows educational toys and resources that forms part of a proper indoor area that is suitable for children to learn and develop.

INDOOR AREA: General items and Consumables
<ul style="list-style-type: none">✓ Child Sized Plastic Tables and Chairs✓ Storage Containers for Educational Toys & Resources✓ Any filing systems for collection of Children’s Work (EG, old office filing cabinets etc)✓ Stationary for Children(Large, fat crayons, children’s blunt nose scissors, glue sticks or wood glue, paints (powder or ready mix), short, stubby paintbrushes etc)✓ Creative materials such as coloured paper, cardboard, magazines, waste material such as cereal cardboard boxes, egg cartons, yoghurt containers, bottle tops etc.✓ Stationary items for Practitioners (Adult scissors, glue sticks, Permanent Markers, Pens, Writing Pads, A4 Writing Books, Contact Paper, Cardboard, large thick kokis etc)
INDOOR ITEMS: Educational Toys and Resources
<ul style="list-style-type: none">✓ Puzzles – 3-4 pieces; 6 piece; 12 piece; 24 piece; 36 piece (Theme based such as My body, Wild and Farm Animals, Transport (tractors, bicycles - relevant to mainly rural contexts), Going Shopping, Going to the Doctor, The Playground - “My World” relative themes etc)✓ Sequencing Puzzles, Cards and Games (Getting dressed, planting, baking, brushing teeth or bathing etc)✓ Matching Cards and Games (Number and dot, colours, alphabet etc)✓ Dominoes✓ Abacus and Maths related resources✓ Word and Early Reading Games✓ Peg Boards✓ Threading and Linking resources✓ Books (English and Zulu)✓ Stacker games, shape buckets etc – fine motor skills resources.✓ Fantasy Play Items (Tea Sets, pot and pan set, cooking utensil, plastic food items, dolls, dress up clothes, wooden or plastic cars etc)✓ Blocks (Both wooden, plastic and soft material – suitable for the different ages)✓ Toys and Stimulators suitable for Babies and Toddlers

Outdoor equipment and resources

All 21 sites showed a lack of outdoor equipment and resources. These resources are key to the physical and social development of children. The bellow table reflects equipment and resources that form a proper outdoor area suitable for children to learn and develop.

OUTDOOR ITEMS
<ul style="list-style-type: none">✓ Large Outdoor equipment such as jungle gyms, swings, slides, see saws, gladiator bars, commando nets, climbing and balancing equipment etc.✓ Old Tyres for balancing, walking across; large tractor ones can also can be used for sand pits or vegetable gardens✓ Bats and a variety of Balls✓ Step and Catches, Brmm Brmms, skipping ropes, hoola hoops, swing ball etc✓ Sand Play Items such as buckets, spades, sieves etc✓ Water Play Items such as funnels, different sized measuring jugs etc✓ Plastic Animals (Wild, Farm, Insects and Reptiles, Sea Animals) for Sand and Water Play✓ Painting Easels✓ Elevated Water Troughs (Can also be used for sensopathic items)✓ Poles and Shade Cloth for creating a shady area for children to play under

Water, Sanitation and Hygiene

The baseline findings highlighted that most ECD sites have good water source (piped water), however there are poor hand washing practices in majority of sites where children dip in their hands in one bucket of water to clean their hands which can lead to spread of germs and transmission of illnesses. Another area of concern is poor ablutions facilities used by children in ECD sites - 8 ECD sites use pit latrine and 3 uses old buckets as potties. More than 6 children in 21 ECD sites have had cholera or diarrhea in the past 6 months. To respond to these challenges, TREE offers training on improving Water, Sanitation and Hygiene practices that ultimately creates a safer and more conducive environment for children.

Resources required by ECD sites to improve Water, Sanitation and Hygiene practices

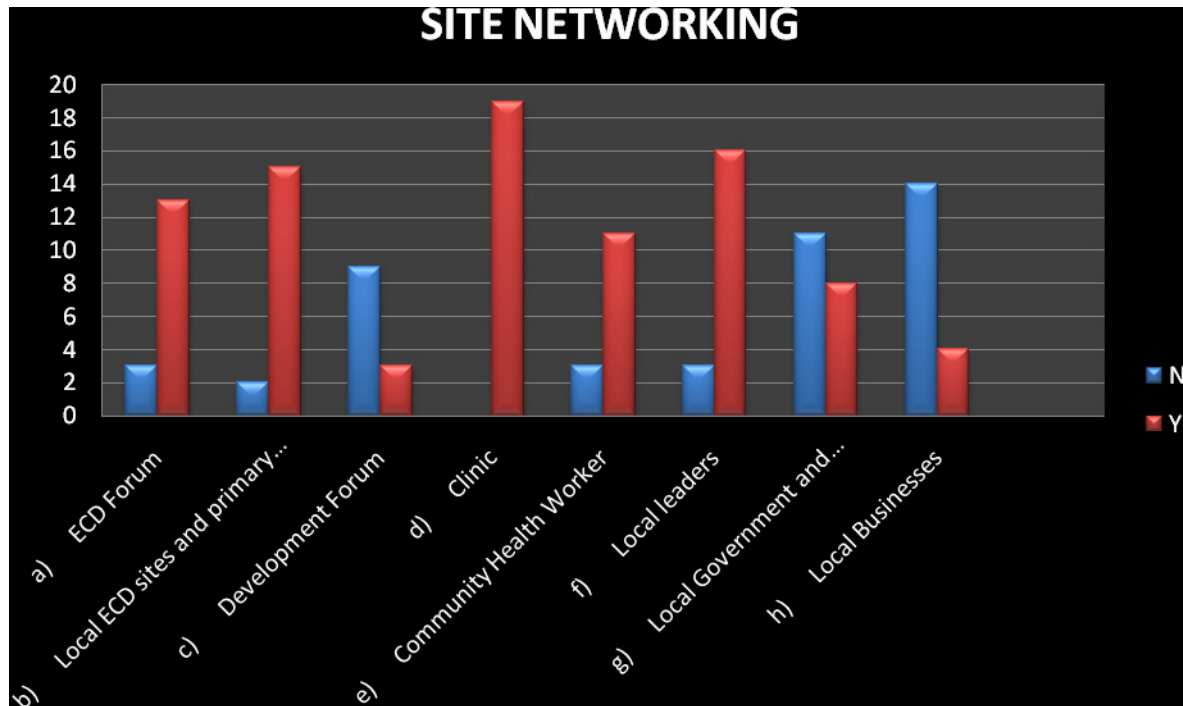
WATER, SANITATION AND HYGIENE RESOURCES
<ul style="list-style-type: none">✓ Soap✓ Water treatment✓ Tippy tap✓ Wet wipes✓ Gloves✓ Household cleaners✓ Waterless handwash✓ Jugs✓ Water containers✓ Educational resources for teaching of WASH practices.

Site registration as NPO and with Department of Social Development

The Baseline findings highlighted that 8 ECD sites are not registered as Non Profit Organisations (NPO) and 10 are not registered with Department of Social Development. This compromises their access to state subsidies and government support. 18 ECD sites show a lack of proper classroom layout and as such, is does not facilitate learning activities. It is critical that the capacity and competency of the practitioners are developed and strengthened in order for them to facilitate structured programmes that addresses the physical, social, emotional and cognitive development of children

Site networking

The Baseline findings indicated that majority of ECD sites have good networks with the Illembé ECD forum (Amaqhawe association), clinics, local leaders and primary schools. There is still a great need to assist ECD sites to be able to use their networks to unlock resources that is required to develop their ECD sites.



Overall recommendations

There is a need for training and development in order to develop practitioner competencies that will result in improved and quality ECD programmes. Resource and institutional support is also crucial. These include

1. IMPROVING PRACTITIONER DEVELOPMENT AND CAPACITY

- Skills training programmes on a foundational (Classroom Practice/Level 4) and enrichment programmes (WASH, CIMCI, Positive Parenting)
- Support, monitoring and assessment visits to practitioners in their ECD sites to ensure practitioner competency and quality interventions

2. IMPROVING RESOURCE AND INSTITUTIONAL CAPACITY

- Resource support – educational toys and equipment, first aid kits and training (APT)
- Skills training on Committee skills (governing body), MSSECD (supervisors), Parenting (Parents, Caregivers, Practitioners)
- Nutritional support and training

3. NETWORKING AND ADVOCACY

- Linkage to ECD Forums, Dept. of Education and Social Development – need to unlock these opportunities
- Advocating for the rights of young children in all possible forums.

Key component for child development and child care

The essential package below indicates the crucial components that allow children to develop to their full potential in line with their developmental rights and need. The above interventions will ensure that the holistic needs of children at these ECD are addressed.

