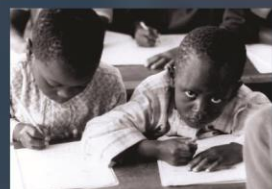
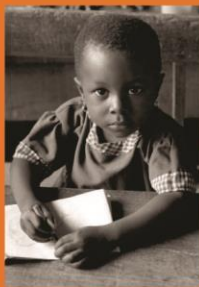


Early Childhood Development Standards for Nigeria



early childhood
development





Early Childhood Development Standards for Nigeria

Developed by

Federal Ministry of Education

in collaboration with

UNICEF, Nigeria

ISBN



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LIST OF ACRONYMS

AAN	
AIDS	Acquired Immune Deficiency Syndrome
CBCC	Community Based Childhood Care
CSACEFA	Civil Society Action for Coalition for Education for All
EC	Early Childhood
ECC	Early Childhood Care
ECCE	Early Childhood Care and Education
ECCD	Early Childhood Care and Development
ECD	Early Childhood Development
ECCDE	Early Childhood Care, Development and Education
FIS	Federal Inspectorate Service
FME	Federal Ministry of Education
FME _{Env}	Federal Ministry of Environment
FMI	Federal Ministry of Information
FMWSD	Federal Ministry of Women Affairs and Social Development
FMWR	Federal Ministry of Water Resources
FOMWAN	Federation of Muslim Women Association of Nigeria
HTP	Harmful Traditional Practices
HIV	Human Immune Virus
JDPC	
NAPPS	National Association of Proprietors of Private Schools
NCCE	National Commission for Colleges of Education
NCNE	National Commission for Nomadic Education
NERDC	Nigerian Educational Research and Development Council
NGEI	Nigeria Girls Education Initiative
NGOs	Non-Governmental Organisations
NUT	Nigerian Union of Teachers
OMEP	Organisation Mondiale Pour Education Pre-scolaire
ORT	Oral Rehydration Therapy
OVC	Orphans and Vulnerable Children
SMoEs	State Ministries of Education
SS	Salt Solution
SUBEB	State Universal Basic Education Board
UBEC	Universal Basic Education Board

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Director, Federal Inspectorate Service

FOREWORD

The Early Learning Childhood Development Standards in Nigeria is a guide to Teachers, Parents and other Stakeholders in providing quality learning experiences to children from ages 0 – 5 years.

This document specifies standards to be attained by Nigerian children aged 0-5years in eleven identified domains. The domains include: physical development, affective/psycho-social development, cognitive development, language development, food and nutrition, health, water and environmental sanitation, emergency and safety measures, protection issues, gender, national values and consciousness. It is a welcome development that these standards are coming into existence at a crucial time when one year pre-primary school has been approved and integrated into basic education system in Nigeria.

In developing the document a holistic approach which engendered the participation of all relevant ECD stakeholders at Federal, State levels, the civil society organisations and IDPs was adopted. It is my pleasure that this document has finally been completed and ready for use. It is my hope that the care-givers, parents and teachers will acquire the required skills and competencies to provide excellent care and support to very young children in Nigeria.

The aim of developing this standards is to ensure that Nigerian pre-school aged children are properly prepared for schooling and provided an enabling environment to reach their full potentials. I warmly recommend the usage of this document across all states to improve quality at pre-school level.

MALAM IBRAHIM SHEKARAU CON
(sardaunan Kano)
Honourable Minister of Education

November, 2014

INTRODUCTION

Early childhood development (ECD) is an orderly process concerned with the care and education of children aged 0-8 years. This age cohort is globally perceived as the period of immense opportunity for growth and development and require a lot of well-coordinated efforts of various stakeholders to bring out the best outcomes in the child. It is a delicate period which may make or mar the child's opportunity to live, thrive and develop to its full potential depending on the adequacy of support and care available to the child. The Early Childhood Education in Nigeria covers the age of 0-5/6 years and a national curriculum has been developed to serve this age cohort. Whereas, a National Minimum Standard for establishing ECE facilities was put in place to guide stakeholders in the establishment and operation of ECCE facilities across the country, the lack of a systematized document to measure the standard of achievement by the children constituted a major gap. This underscores the reason for developing this National Early Learning Development Standards (ELDS) to bridge the gap.

The ELDS provides a tool for measuring the standards of achievements among pre-school aged children in Nigeria and for assessing their level of school readiness. The performance of the children is measured across eleven selected domains, encompassing: physical development, affective/psycho-social development, cognitive development, language development, food and nutrition, health, water and environmental sanitation, emergency and safety measures, protection issues, gender, national values and consciousness. These domains were derived from the content of the National Curriculum for Early Childhood Education. In order to provide further scientific backing in the selection of the most appropriate domains, the findings of a formal national study undertaken in 2010/2011 to assess factors affecting children's school readiness in Nigeria were utilized. Given Nigeria's heterogeneous culture and the fact that children's experiences vary widely across geographical and socio-economic frontiers, it was considered expedient to include a formal study to assess school readiness factors as a veritable guide for determining the relevant domains.

These standards were developed in full collaboration with national and state ECD stakeholders, inter-sectoral partners from the Health, Nutrition, Child Protection, Water Resources, Environmental Sanitation, and civil society organizations. The process of development of the document commenced in 2010 and concluded in 2014. While the school readiness study was anchored by the NERDC, the ELDS development process was technically led by the FIS, which is the FME Department responsible for quality assurance. UNICEF supported both processes technically and financially.

These standards may be applied in all context where children aged 0 – 6 years receive care and education e.g. in the home, play groups, kindergarten/nursery facilities and other non-formal settings. It is important to stress that young children's learning and development do not occur in isolation but in continuity across all domains, with adults playing key roles in ensuring optimal achievement for the children. The domains of development are interlinked and the children learn more when enabling environment is provided to support them. It is our hope that the required enabling environment will be provided to support active learning towards school readiness for all children in Nigeria.

The existence of the standards is a clarion call to government at all levels to plan for and resource ECCE intervention adequately so that children aged 0-6 years will be properly prepared for schooling and the schools for the children.

EARLY LEARNING DEVELOPMENT STANDARDS

VISION, MISSION STATEMENTS, GOALS AND CORE VALUES

VISION STATEMENT

To promote quality learning experiences for children from zero age through age five.

MISSION STATEMENT

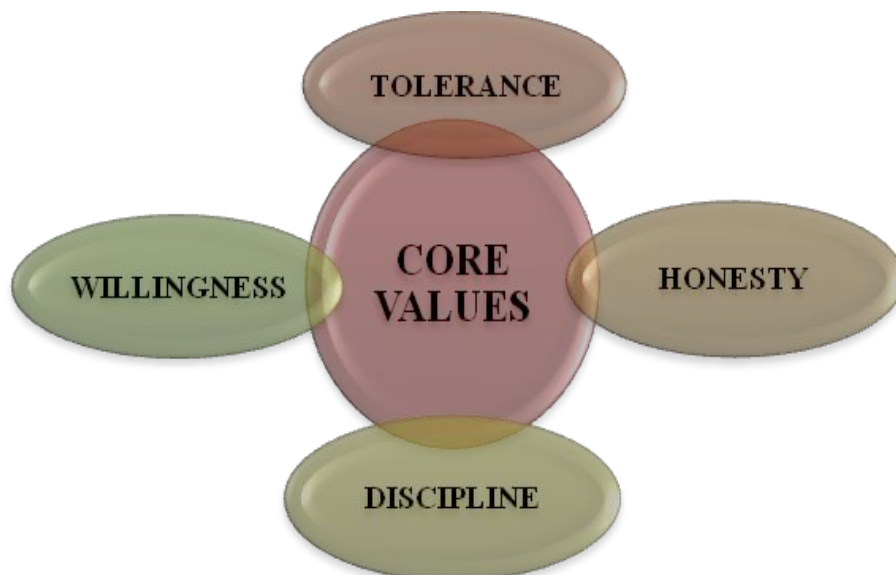
To raise significant public awareness about early years in school, with emphasis on teachers, caregivers and parental roles in the process of providing quality learning as well as pre-service teacher programme and curriculum planning that enhance children's growth, development and learning potentials.

GOALS

ELDS in Nigeria has incorporated four broad goals:

- Guide teachers who work with children from zero age through five in providing quality learning experiences;
- Guide parents to understand and support their children's growth, development and learning potentials;
- Help to lay good foundation in pre-service teacher training programme, professional development, curriculum planning and revision, and child outcome documentations;
- Raise public awareness about the significance of the early years as the foundation for school success and lifelong learning and the importance of the teacher's role in the process.

CORE VALUES



DOMAIN: PHYSICAL DEVELOPMENT

BRIEF DESCRIPTION

The physical development deals with changes in size and use of the muscles and skeletal structure for movement and other activities. As a child grows from birth, certain changes in appearance and size can be observed. These include increase in size and use of parts of the body for different activities. It is classified into the following sub-domains, such as, gross motor skills, fine motor skills and sensory motor skills

GUIDING PRINCIPLE

The growth and development of the child is associated with changes in the physical structures of the body. These changes are orderly and predictable. The child's physical development should be observed at home and school so that skills can be developed without hindrance. It is at this stage that child's motor and sensory skills are fully developed.

TOPIC	STANDARD	PERFORMANCE INDICATOR
Gross Motor Development	Body Balance	0-6 months Child: • sucks • holds his/ her head up-right • chews objects lying around • adjusts self in anticipation of something interesting • lifts up head and chest while lying on the stomach • rolls over from back to the stomach and vice versa • lies on his/her stomach and pulls self along with his/her arm • grasps objects and puts in the mouth
		6- 18 months Child: • sits upright independently • crawls on all fours toward a desirable object • Stands with support • walks upright independently • bends under the table to take a toy and straightens up again without the help of an adult
		18-24 months Child: • climbs into and out of bed independently • stands in straight position and throws a ball overhead without falling down • enjoys musical sounds and makes few dancing

		steps • climbs and descends the stairs, placing both feet on each step and supporting self • makes a few steps backwards independently
		24-36 months Child: • walks short distances on tiptoes • jumps forwards on one foot • walks on the edge of the pavement without stumbling or falling down • runs around independently • kicks the ball without falling
		3 – 4 Years Child: • walks on a straight line • climbs stairs, ladder, etc • throws and catches objects • moves forwards and backwards with two feet joined
		4- 5 Years Child: • marches, jumps and walks on a straight line • jumps and hops forward/backwards with ease • climbs short walls without falling • throws and shoots objects at targets
	Control of body parts	0-6 months Child: • moves hands toward his/her mouth • stretches out and tucks up legs and arms when lying on back • transfers an object from one hand to another • lifts one leg when lying on back and puts toes in the mouth
		6-18 months Child: • uses both arms and legs to change body position • rises from a seated or a lying position using all fours • attempts to climb from floor to higher surface or another lower part of a flat form, independently
		18-24 months Child: • walks and stands upright, with narrowed base between the feet • holds the adult's hand and with one leg kicks a ball forward

		24-36 months Child: - walks and runs changing pace and direction of movement - walks up and down the stairs/raised platform with alternate footsteps - mimics different steps, dancing, matching, etc
		3-4 years Child: - moves about the environment avoiding obstacles - attempts to ride or pedal bicycle - moves in slow and fast motion as the need arises - moves body in rhythm of music - moves chairs, tables from one place to another
		4-5 years Child: - imitates any adult movement(dance steps, gymnastics,) - combines sequence of different motor movements
	Body coordination with purpose	0-6 months Child: - turns head toward source of light or sound - reaches with his/her body toward a an indicated object when seated
		6-18 months Child: - lifts up from seated into standing position - attempts to lift up on tiptoes to grasp an object placed higher above - attempts to mount a chair and sits on it independently
		24-36 months Child: - moves indoors and outdoors and overcomes barriers in order to explore (runs or jumps over smaller obstacles) - attempts to carry objects - jumps about while playing
		3 -4 years Child: - moves about the environment avoiding obstacles - attempts to ride or pedal bicycle - moves in slow and fast motion as the need arises - moves body in rhythm of music - moves chairs, tables from one place to another
		4-5 years

		Child: - imitates any adult movement(dance steps, gymnastics,) - pedals or rides a small bicycle - combines sequence of different motor movements
	Body awareness in terms of movable and immovable objects	0-6months Child: - bounces with feet from hard base when held in upright position - leans backward when placed in seated position 6-18 months Child: - stops movement in front of a set obstacle - goes around a set obstacle when walking 18-24 months Child: - walks upright and crawls under the table - goes around set obstacles - pushes/pulls obstacles (curtains) or bends to pass through 24-36 months Child: - moves about the space without hitting against pieces of furniture/objects - slow down or speeds up walk (stops or slows down walking if comes across an obstacle – a tree, piece of furniture, another child...)
Fine motor development	Control of hand and finger movements	0-6 months - reaches out a hand to obtain an offered object - grasps an offered object with his/her hand - holds object and releases it after a certain time - attempts to clap hands 6-18 months Child: - throws with both hands a given ball - holds cup with both hands and drinks independently - grasps and tears books - waves bye -bye - splashes water when bathing
		18-24 months Child: - disassembles and reassembles simple toys - twists his/her wrists in all directions (opens the

		door handle, turns door-knob...) • takes hold of an offered cup with the fingers of one hand or takes hold of the cup handle by closing fingers • assembles toys according to their different colours
		24-36 months Child: • puts smaller objects into a basket and takes them out • builds a tower consisting of 5-7 blocks/objects • uses thumb and index finger when holding writing materials (pencil, felt tip pen, marker,) etc • Unbuttons or buttons up a wallet or a bag with snap buttons....
		3 -4 years Child: • throws and catches objects • attempts to dress self e.g. button dress, tie shoe lace without assistance • washes hands without help • puts play things together • plays with sand and water
		4 – 5 Years Child: • holds cutleries, carries plates, washes dishes • holds writing materials properly, • catches and holds objects firmly • opens, closes and cuts with scissors using one hand • writes letters and numbers • draws, paints and moulds
	Manipulation of toys and various objects for general use	0-6 months Child: • holds small objects with both hands 6-18 months Child: • Child holds an object/a toy with one hand and with the other hand plays with it. • picks up small objects from the surface using thumb and index finger

		18-24 months Child : • picks up small objects from the table using thumb and index finger • winds and unwinds a toy with one hand using all his/her fingers
		24-36 months Child: • picks up toys from the floor with his/her own hands and fingers • disassembles and reassembles parts of toys or objects (removes the cap of a felt tip pen, opens and closes a box)
		3 – 4 years Child: • attempts to open water bottles and pour water into cups • opens and closes bags neatly • disorganizes and re-assembles objects (e.g. play things)
		4 – 5 years Child: • paints and colours • feeds with cutlery • buckles his/her shoes • ties his/her shoe laces without help • paints with brushes/crayon, • cuts with scissors with one hand • eager to manipulate electronics (TV, radio, phones, et)
Sensory motor Development	Child is able to use sense organs (eyes, skin, tongue, ears, nose)	3-4 years Child: • imitates adult activities • can express the difference between hot, cold, sweet and sour/bitter
		4-5 years Child: • responds to stimuli e.g. music, odour, hotness, coldness • makes rhythmic sounds and movement • responds to simple relational operations e.g. big, small
Child Interaction with the Environment	Child is able to interact with people and materials in his/her	24-36 months Child: • Responds to sound • responds to external stimuli • makes rhythmic sound and movements

	locality	3-4 years Child: • plays with objects unaided • interacts with people and materials within the environment • identifies dangerous objects (nails, broken bottles, harmful insects, etc) and avoids them • shows delight in playing with materials (sound, sand, water, fabric-wet, cold, dry, hot) 4 - 5 years Child: • shares personal belonging with peers • engages in group plays • makes and follows plans for games with other children • moulds objects with clay • attempts to construct objects with available materials in the environment • responds to stimuli • makes rhythmic sound and movements
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INFORMATION TO USERS

PARENTS

Gross motor skills

- Provide the initial physical needs of the new born.
- Provide opportunities for physical exercise
- Guide and supervise the child
- Encourage cultural games and dances
- Provide appropriate materials to encourage physical development

Fine motor skills

- Remove dangerous objects from the child's playing environment
- Provide opportunities for the child to reach for objects
- Provide opportunities for child to grasp and hold the variety of objects.
- Play hand games with child.
- Give child appropriate finger foods to eat.
- Provide and encourage child to play with birth toys
- Provide books for child to promote fine motor skills(e.g. turning pages, pointing)

Sensory Motor Skills

- Make sure child receives routine vision and hearing screenings.
- Provide time daily for child to move freely on the floor in a safe environment

- Gently rock and swing child using your body, rocking chairs etc.
- Avoid prolonged period in high chair or devices that restrict movement

CAREGIVERS/TEACHERS

Gross motorskills

- Provide opportunity for the children to play during waking hours
- Provide a variety of objects to be pulled and held by the child
- Play interactive games and sing songs from child's home cultural background that involves child's hands and feet
- Provide a safe environment and objects for child to be physically active
- Play with children and encourage them to run, throw, jump, kick and climb
- Engage children in physical activities that promote balance.e.g. rocking, swinging, rolling etc.
- Provide opportunity for children to try different body positions e.g. bending and twisting.
- Modify activities to ensure participation of child with special needs e.g. provide low steps to ensure access to climbing equipment

Fine motor skills

- Engage child in scribbling using crayon, chalk, and large pencils
- Engage child in activities that promote moving fingers individually,(e.g. finger play typing on a toy keyboard, making music)
- Provide experiences that support the use of hands in many different positions, e.g. painting at an upright ease
- Model uses of writing and drawing in everyday life
- Engage child in playing with and stacking blocks and /or small household objects
- Caregivers have the responsibility to act as coordinators to fulfill the basic right of the child to good health, nutrition, conducive environment, psycho-social stimulation, protection and participation

Sensory Motor Skills

- Provide physical experiences that integrate child's movements with all of the senses (e.g. palm print etc.
- Comment positively and specifically about what child is doing during play
- Model movement and to participate (e.g. dance or drum together)
- Avoid sensory confusion with scented items that are not made for the mouth (e.g. scented marker, scented play dough)
- Encourage the child to imitate the sound of some musical instruments
- Tell the child to follow on activities to his/her left and right
- Let the child assess objects and toys which they can sequence make strings with smaller items, disassemble and reassemble them

- Allow the child access to different materials and toys to build towers clay/ plasticine drawing paper and pencil and coloring books
- Allow the child to assess various construction, manipulative and art materials

ADMINISTRATORS/ ECCDE MANAGERS

Gross motor skills

- Provide a variety of materials and equipment (riding toys, low climbing structures).
- Provide safe play toys and equipment
- Provide Child friendly environment, with all necessary safety measures
- Provide safe play ground
- Provide simple musical instrument

Fine motor skills

- Provide books for child to promote fine motor skills(e.g. turning pages, pointing)
- Provide experiences that support the use of hands in many different positions, e.g. painting at an upright ease

Sensory motor skills

- Provide physical experiences that integrate child's movements with all of the senses (e.g. palm print etc.)
- Provide objects for catching and throwing (e.g. Soft ball, bean bags)
- Provide censoring materials such as water, mould, sand for children to explore
- Provide materials and objects of various textures,shapes,colours,smells and sounds

POLICY MAKERS

- Make adequate budgetary provision for regular training of ECCDE Administrators and Caregivers
- Institutionalize regular evaluation of the ECCDE facilities to ensure quality

DEFINITION OF TERMS

SKILLS

Discrete units of action easily observable or inferred from observable behaviour carried out within a relatively short time. Examples of skills include drawing, recognising the sounds of the initial letters of words, cutting with scissors.

GROSS MOTOR SKILLS

This is the ability usually acquired during infancy and early childhood which is characterized by the movement of the whole body such as standing up, walking, running, jumping etc.

FINE MOTOR SKILLS

This is characterized with the ability to coordinate smaller muscles such as grasping, butting, cutting with scissor etc.

SENSORY MOTOR SKILLS

Is the ability to use and integrate the senses (seeing, hearing, feeling, tasting and smelling)

DOMAIN: AFFECTIVE/ PSYCHOSOCIAL DEVELOPMENT

BRIEF DESCRIPTION

This domain is concerned with the skills and attitude that enable a child to develop a strong sense of self-worth and become a successful member of the society. It addresses the emotional competence and ability to form positive relationships that give meaning to children's experiences in the home, school and larger community. Young children actively learn these skills from observing and participating in daily interaction with other people such as parents, other family members, friends, peers, caregivers and teachers. Children demonstrate growing awareness of diversity in the society and the need to respect and care for others. This offers a context for a child's development of a positive sense of self (good self-esteem), family and community.

GUIDING PRINCIPLES

Children are social beings. They need productive relationships with other people to lead happy and satisfying lives. The social experiences they have in childhood provide the foundation on which all human future relationship is developed.

TOPIC	STANDARD	PERFORMANCE INDICATORS
Social skills Development	Differentiates between familiar and unfamiliar adults	0-6months - Child: - stops crying when taken in the arms by a familiar person - responds with crying or body movement to an unfamiliar person - recognizes the voice and presence of the mother
		6-18months - Child: - responds with a smile to a familiar person, stretches arms towards a familiar person - looks around in order to find the familiar person - comes closer to a familiar adult person in an unfamiliar environment - attempts to imitates voices of people they know like grandpa's coughing - reacts to sudden or unfamiliar sound

		18-24months Child: - imitates the activities of a close person - responds sometimes to greetings of close persons
		24-36months Child: - starts interaction with a familiar person during play - shakes hands with familiar person when in an unfamiliar environment
	Interaction with other children	0-6months Child: touches the hair or parts of the face of another child
		6-18months Child: - smiles at another child - shows his/her toy to another child - cries or protests if play material or toy is taken away
		18-24months Child: - comes closer to them and touches them - plays with a friend for a short time - offers his/her toys to another child
		24-36months Child: - gets excited in company of peers(laughs ,giggles, claps) - Joins other children at play - becomes closer with the friend when playing
	Interaction with adults	0-6months Child: - watches mother or another known member when talking to them - attracts the attention of a familiar person by vocalizing
		6-18months Child: - accepts and asks for help from a familiar person(not in the environment) - rejects unfamiliar person's touch
		18-24months Child:

		• participates in joint activities with adults •
		24-36months Child: • asks the adult person to join the play • asks questions and starts a conversation • asks adult for permission to perform a task • Tries to imitate some words from another language
	Building of self concept	0-6months Child: • explores the body e.g. by observing the hand and putting them in the mouth • adjusts his/her crying according to needs e.g. hunger, fatigue, asking for attention • enjoys being cuddled
		6-18months Child: • responds with gestures and sounds when name is called • protests and refuses to eat food he/she does not like • gets excited watching self in the mirror
		18-24months Child: • recognizes his/her objects and toys, e.g. can name a piece of clothes that belongs to him/her • imitates social roles by adults e.g. (girl child wants to make up like mother) • wants to back the doll as mother back their children • talks to the doll and sometimes feeds the doll
Emotional Development		24-36months Child: • mentions his/her names when talking to another person • knows his/her own sex e.g. I am a boy/girl • insists on getting what he/she wants • says his/her name • identifies with family members

	Recognises and expresses emotions appropriately	0-6months Child: - smiles at a familiar and friendly face - cries when a familiar person leaves his/her vicinity
		6-18 months Child: - responds to an emotional expression on a person's face - laughs and giggles when someone makes faces or unusual movements
		18-24months Child: - recognizes when others are sad, happy or angry - interrupts play when another child starts crying - tries to calm down another child crying
		24-36months Child: - sensitive to other people's emotions - notices the difference between his/her emotions and that of others
		3-4 years Child: - Sensitive to other people's emotions - Reports the faults of other children - Reacts when hurt - Prefers to play with other children's toys
		4-5 years Child: - Reacts when hurt - Reports the faults of other children - Expects justice to be done when hurt - Share food and toys with others
	Takes pride with achievements and abilities	0-6months Child: - smiles and is happy when able to do an activity e.g. picking a toy - shows interest in moving objects
		6-18months Child: - repeats certain sounds or movements that made some impacts - smiles at encouragement when he/she starts to toddle

		persists in trying to reach an object out of reach
		18-24months Child: - smiles with satisfaction when he/she achieves success - claps hands when an activity is successfully finished
		24-36months Child: - likes to show successfully finished tasks - likes to take care of self
	Controls own feelings and emotions	0-6months Child: - calms down when upset if given a suckling or toy - stops crying when he/she notices a familiar person nearby
		6-18months Child: stops crying when attention is given
		18-24months Child: stops crying when toy taken by another child is returned
		24-36months Child: starts to control impulses e.g. when touching hot substance
		3 – 4 years Child: - reports the faults of other children to adults - pacifies other children when hurt - isolates himself/herself when hurt
		4 – 5 years Child: - Keeps quiet to avoid being beaten - reports the faults of other children to adults - pacifies other children when hurt - isolates himself/herself when hurt

Social skills development	Differentiate between familiar and unfamiliar adults	3-4 years Child: • asks for help from and offers help to a close adult person • raises hand to talk to the caregiver/ teacher • comes nearer to a familiar person (parent/care-giver) in an unfamiliar environment to ask for help (to go to the bathroom)
		4-5 years Child: • names familiar persons on a photograph • contacts easily with familiar persons from the surroundings (the neighbours, the family doctor, friends of the family and relatives) • asks for help from a familiar and close person when facing a problem • asks questions about a person he/she does not know or a person he/she sees for the first time (who is that, what's his name?) • confides in a close person • accepts and returns hugs
	Interaction with other children	3-4 years Child: • starts playing with another child; initiates an activity with another child • shares toys and other objects with another child
		4-5 years Child: • shows loyalty toward his/her friend (helps the friend to put the dress/shirts on, to zip the zipper, etc) • chooses to play with a new friend • cooperates when playing collective games with other children in group activities (let's do this like that, this will not do...) • makes friends in several places (in the Sunday/Islamiya school, at school and his/her immediate neighborhood)
	Interaction with adults	3-4 years Child: • plays joint games with adults • likes to run errands for adults • likes to help adults in doing chores

		4-5 years Child: - greet a familiar person when entering a room or when meeting in a place where the child is - asks for help from adults in the school community or neighbourhood
	Identify the similarities and differences between people	3-4 years Child: - asks simple questions related to the other children - changes his/her own appearance (dresses in other persons clothes, or changes facial expression in order to look like some other person in his/her surroundings)
		4-5 years - describes his/her own appearance and compares it with others - recognizes different social roles of the persons surrounding him/her - asks questions about other children, their physical characteristics, their families, ethnic characteristics, cultural differences
Emotional development	Building of self concept	3-4 years Child: - introduces himself/herself in different roles in the symbolic play - recognizes his/her personal belongings and puts them on when going out - decides to do a certain activity independently (e.g. to make a tower out of building blocks.) - insists on playing the role of “the doctor” during a role play
		4-5 years Child: - shares information about himself/herself with other children (age, birthdays, number of siblings, place of residence, etc) - becomes aware of his/her cultural identity; says which language they speak, what kind of dresses they wear, etc

	Expression of emotions	3-4 years Child: - tries to comfort another crying or sad child - sees a picture of another child crying (in a book, on TV.) and asks why that child is crying - shows happiness when given a present
		4-5 years Child: - talks about the reasons for his/her own emotions and talks about them (I'm happy because we are going to be visiting, I'm crying because I am sad.) - expresses emotions through his/her play (tries to find a friend's lost toy, helps a friend build a tower.)
	Pride of achievements and abilities	3-4 years Child: - presents the task they have done alone and show it to an adult to pride themselves on it - confirms with great assurance and confidence if asked can you ride a bike , can you swim, can you fix a toy, do you know how to turn on the TV...
		4-5 years Child: - presents his/her own ideas and opinions during play or activity - makes a presentation to an adult (teacher, parent) of a finished task - is completely dedicated to the set activities
	Control of feelings and emotions	3-4 years - responds with a facial expression when angry or withdraws from the play - waits patiently to take his/her turn and do some activity he/she likes to (to seesaw or to get some juice)
		4-5 years Child: expresses anger and sadness appropriately, with control (when another child would not give him/her a toy or an object, he/she

		offers another object in exchange) • calms down his/her negative emotions and momentary impulses (stops in a short time being cross, or crying, or grumping) • accepts going to school (kindergarten) without being upset and angry
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IMPORTANT INFORMATION TO USERS

PARENTS

- Make available different toys to the child
- Toilet train the child
- Let the child welcome and make elders and guests comfortable
- Child should share time and talk with elders and guests at home
- Child should be helped to understand that he/she may not always have his /her way
- Show the child how to wash hands before and after eating and use words to describe them
- Encourage child to be self dependent and do as much as possible for self in appropriate time
- Endeavour to engage in play and story time with child.

CAREGIVERS/TEACHERS

- Recognize the power of language and encourage child to express self verbally with words
- Teach the child the habit of queuing
- Show a child how to comfort another child who is hurt or upset
- Provide flexible play opportunities for the child
- Should be sensitive to the child's moods
- Demonstrate behaviours that encourage acceptable social and emotional expression
- Allow children to sleep when they feel like
- Give them opportunities to do pretend play, make up stories with other children and act in different roles
- Plan play activities before engaging the children
- Encourage exploration and discovery of nature by the children
- Demonstrate love and affection to all children in a culturally acceptable way
- Encourage children to persevere and complete tasks and activities
- Use do rather than don't in setting rules
- Give appropriate praise for effort made as much as for achievement
- Demonstrate to children how to show respect to others by using the 5 magic words- please, excuse me, sorry, thank you and pardon me.
- Train the child to be sensitive to other people's feelings and show respect for all culture and beliefs
- Expose children to activities that will develop their team spirit

- Serve as a role model to the children

ADMINISTRATORS/ECD MANAGERS

- Should keep portfolios of observations and comments of parents, teachers, caregivers about child's behaviours and moods
- Keep portfolios of child's paintings, drawings and writings
- Take seriously any incidence of name calling or bullying
- Have specialists to assess any child with any behavioural problems etc extremely shy isolated and antisocial child, mutism, excessive crying, irritation and constant bad moods
- Established policy for home/school exchange of information etc about illness, birth of a new baby etc
- Encourage and support teachers and caregivers to attend workshops for professional development
- Join associations that are relevant to the centres
- Ensure quality delivery of ECD activities in the centres
- Promote inclusive education in ECD centres

POLICY MAKERS

- Create an enabling environment for partnership between parents, teachers and communities
- Provide adequate resources for the training of caregivers and teachers on emotive care and support for young children
- Support scaling up of good global practices in child emotive care and development
- Endorse policy guidelines for effective quality delivery of ECD

DEFINITION OF TERMS

SELF-CONCEPT

This is what we understand ourselves to be; what we think we should be. This is developed in early years through interactions that contain messages about what is expected from a child.

SELF-ESTEEM

This is what a person thinks of his /her worth. It is how good or bad we feel about ourselves. If a child is made to feel very good about self, the esteem is likely to be high or vice versa. We should therefore avoid doing those things that make a child feel bad about him/her e.g. name calling, shouting, etc.

SOCIAL SKILLS DEVELOPMENT

This refers to the way a child learns to relate and interact with others. These skills enable the child to get along with others in positive healthy manners. Therefore the child needs to see the

adults as role models e.g. in how the adult is sensitive, respects and cooperates with others.

**EMOTIONAL
DEVELOPMENT**

This refers to how a child learns to feel or think about him/herself as a valuable and valued individual in the family, centre, and community. The child learns to value him/herself when he/she feels loved, understood, accepted and confident of self.

PEER

Children in the same age group relating to each other in the same environment sharing the same ideals and influencing each other's behaviours positively or negatively.

DOMAIN: COGNITIVE DEVELOPMENT

BRIEF DESCRIPTION

Cognitive development refers to the development of the intellectual and mental abilities of the child. It encompasses several segments such as language and literacy, exploration, recognition, processing and organizing information, critical thinking, logical reasoning, problem-solving etc.

GUIDING PRINCIPLES

The child's developmental domains are interrelated. Increased exploration and experimentation by children facilitate their cognitive development. Also, children's skill in social interactions can support or inhibit their language development. The rate of development varies from child to child. Each child is a unique person showing individual pattern and timing of growth as well as unique personality, temperament and learning style. Caregivers/teachers have to recognize that children have their individual abilities, needs, and interests. Play supports cognitive development and enhances children's physical, emotional, and social development. Child-initiated, teacher-supported play should be an essential component of planned learning experiences. Children learn best when learning activities and instructional methods are adapted to suit their culture and learning styles.

TOPIC	STANDARD	PERFORMANCE INDICATOR
Mental development	Exploration and experimentation	0-6 months Child: - gazes or turns body to follow a toy or an object in motion - drops a toy or object which is given to him/her and observes what will happen
		6-18 months Child: - finds partially- hidden objects - opens drawers and cupboards - places an object on an inclined plane and watches it roll down - cries if any of the play materials disappears
		18-24 months Child: - pours water in the sand to make mud - tears any paper close by - plays with sand (cooking, molding, etc)
		24-36 months Child: - discovers a new way to use a toy or object - explores the cause and effect of actions (e.g if you turn on the tap water will flow) - completes simple puzzles
	Observation and manipulation	0-6 months Child: - holds object in his/her hand and puts it in his/her mouth - grasps objects close by
		6-18 months Child: - presses buttons on the television, radio - observes movement within the environment - imitates receiving phone calls - shakes rattles severally to hear sounds - looks at colourful shapes within his/her environment - sits on the floor to play with objects - links specific sounds with the images of specific animals (cat with “miao”, dog with “woof, woof”) - turns over objects

		18-24months Child: • points to named animals and pictures • points to parts of the body • repeats actions • notices and moves to rhythms • imitates sounds and actions (e.g clapping of hands)
	Quantity, numbers and counting	6-18 months Child: • hands an empty cup to ask for more
		18-24 months Child: • mentions numbers when playing (sings with number, counts steps, objects, toys, blocks etc) • hands over an object when requested to do so
		24-36 months Child: • counts up to five • share things with others • counts own age with fingers • differentiates sizes and colours • chooses bigger portions
		3-4 years Child: • counts 1 to 10 and beyond by rote • points to objects while counting • identifies and counts objects • uses rhymes in counting and solving problems • uses symbols to represent numbers • uses number words in the context of daily routines, activities and play • connects a number with specific objects • discovers that there is a sufficient number of plates for every one • finds the total sum of small groups of items • uses and creates symbols to represent numbers

		4-5 years Child: • counts 1 to 20 and beyond • counts 10 or more objects accurately • gives the next number in the sequence 1 through 10 • counts out 10 items, may use fingers, body parts or other counters as used in the child's home culture • counts and groups things by number • compares groups of up to 10 objects • finds the sum when joining two sets of up to five objects
	Classification and seriation (serially)	18-24 months Child: • sorts objects into groups according to size and colour with help
		24-36 months Child: • sorts objects (balls, balloons, blocks) into groups according to their colours • sorts objects into groups according to shapes, size independently • puts objects in the right place • covers a smaller object with a bigger object
		3-4 years Child: • groups and matches objects according to similarities • observes opposite features of objects (big-small, long-short, light/heavy) and sorts them into groups • tells which objects are in front of him/her, behind him/her, far away from him/her)
		4-5 years Child: • describes daily activities according to how they happen • matches and sorts simple shapes (circles, squares, triangles) • orders three objects by one characteristics (from smallest to largest) • works puzzles with up to 10 pieces • sorts buttons according to the number of holes

		in them • draws with pencils in a given position (in front of, behind, inside, outside) • matches and sorts objects by one attribute (size, colour, shape and use) • matches and sorts objects in series according to several features (colour, size, shape) • matches and sorts objects by two or more attributes by size and by colour • describes relationships between groups of objects
	Exploration and Experimentation	3-4 years Child: • observes objects in his/her environment • explores different types of objects and materials • asks questions about things he/she sees or hears • participates in simple exploring activities (e.g. kneels down to breathe in the scent of different boxes and tries to find out what is in them)
		4-5 years Child: • observes objects in the environment • explores objects in the environment • disassembles and reassembles different toys/objects
	Problem-solving, Identification and use of objects in the environment	3-4 years Child: • identifies objects with bright colours • solves a problem through active observation and exploration • attempts to verify statements given by adults • pulls apart and reassembles different play materials/toys/objects.
		4-5 years Child: • observes and discusses the changes which he/she has observed (e.g. there is a new building here, in the past there had not been one) • predicts what will happen; prediction is based on observation and investigation • attempts to verify statements given by adults

	Use of measurement	3-4 years Child: • compares size by sight, feel and comparing hands, feet etc. (visual and tactile) • attempts to compare two objects by weight • compares two objects by size • compares objects and uses terms such as longer-shorter, hotter-colder, and faster-slower
		4-5 years Child: • uses measuring tools in play (ruler, cups or parts of the body) • compares two objects using comparison words such as “I’m as tall as the teacher’s table” • compares two objects using comparison words such as smaller, faster and heavier • uses various standards measuring tools for simple measure tasks eg weight, scale • uses appropriate vocabularies to describe time and sequence relating to daily routines • demonstrates understanding of positional patterns (between, inside, outside, behind)
	Patterns	3-4 years Child: • copies simple patterns • extends simple patterns • creates simple patterns
		4-5 years Child: • identifies and names simple shapes (circle, square, rectangle, triangle) found in the environment • creates own patterns with a variety of materials • describes what the pattern is • does bead work with appropriate bead size, colour or shape

IMPORTANT INFORMATION TO USERS

PARENTS

- Provide opportunities and encouragement for children to explore number, measurement and patterns using household materials and experiences
- Provide opportunities for children to count, group, and order household objects and materials
- Provide opportunities for conversation using everyday words to indicate space, location, shape, and size of objects
- Read children's books together about numbers, counting, shapes, and other concepts
- Provide opportunities for children to explore number, measurement, and patterns through developmentally appropriate play and learning
- Create quality time for story telling

CAREGIVERS/TEACHERS

- Provide opportunities for children to count, group, and order materials through developmentally appropriate play and learning
- Provide opportunities for conversation using positional and comparative words related to children's play and activities
- Provide opportunities to develop an understanding of space (e.g., filling and emptying, building, observing from different viewpoints)
- Discuss the sequence of daily and special family events
- Provide opportunities to experience and describe time (e.g., seasons, daily and weekly events)
- Discuss objects and events that have been observed indoors and outdoors
- Encourage sand and water play and try growing things
- Experience the natural world with children
- Encourage children to experiment and discuss what they discover
- Share information on observations pictorially, verbally, and through other representations
- Encourage children to ask questions and seek answers through active exploration and reflection on what they learn
- Observe nature and make predictions about natural events (e.g., growing seeds, caring for animals, charting weather)
- Create learning centres

ADMINISTRATORS

- Provide make-and-take events for caregivers and children to make and share learning materials
- Provide accessible, natural spaces for caregivers and children to visit and explore
- Provide opportunities for caregivers and children to work on community service projects

- Recognize the importance of healthy and supportive adult-child relationships in children's cognitive development
- Take walks in the neighborhood or community to observe natural objects and events
- Help children experience the world of nature

POLICY MAKERS

- Provide toy lending libraries with materials for play and exploration
- Encourage community leaders and members to become involved with early childhood Programmes
- Support peaceful conflict-management and problem-solving strategies
- Promote early childhood education and care programmes to support children's cognitive development and readiness for school
- Provide resources for safe, natural spaces and places for children and families to visit and explore
- Provide resources for community activities
- Provide opportunities to explore natural objects and events
- Encourage and provide materials for a variety of sensory experiences
- Provide make-and-take events for parents and children to make and share learning materials
- Provide accessible, natural spaces for parents and children to visit and explore
- Provide opportunities for children and families to work on community service projects

DEFINITION OF TERMS

COGNITIVE DEVELOPMENT

This involves information processing, conceptualization, perceptual skills, language acquisition and use, reasoning, thinking, logical reasoning etc.

MENTAL DEVELOPMENT

This refers to cognitive ability associated with memory, reasoning, problem-solving and thinking.

EXPLORATION

This is the act of seeking or thorough analysis of a concept/theme/subject or unfamiliar concept in order to learn about it.

EXPERIMENTATION

Refers to the testing of an idea. It is a methodical trial and error procedure carried out with the goal of verifying or establishing the validity of a proposition. It provides insight into cause and effect by demonstrating what outcome occurs when a particular concept is manipulated.

QUANTITY	This is the amount of number of things not usually estimated by special measurement. The extent, size or sum of countable or measurable discrete events, objects or phenomenon expressed as a numerical value.
NUMBER	This is an arithmetical value expressed by a word or symbol representing a particular quantity and used in counting, calculating etc.
CLASSIFICATION	This is a process of putting things into groups. It is grouping some things according to shared quality or characteristics.
SERIATION	This is arrangement or position in a series.
PATTERN	A recurring design or repeated format/form.

LANGUAGE DEVELOPMENT

BRIEF DESCRIPTION

Language is the method of human communication either spoken or written consisting of the use of words in a structured and conventional way. Communication begins before birth. Language is an important part of cultural identity. Language skills begin in the child's home language. However, the language of immediate environment of the child is equally important for developing the language skills of the child. Children at early childhood period are capable of speaking more than one language if they have the exposure. Communication skills include listening, speaking, reading and writing.

GUIDING PRINCIPLES

The capacity to communicate with others is inherent in the children right from birth. During the pre-school years, their ability to communicate ideas and feelings through spoken language takes on a new dimension as it becomes the principal tool for establishing and maintaining relationships with adults and other children as well as the vehicle for critical and scientific inquiry. Language is also the building block for developing the literacy skills involved in reading and writing. Language and literacy skills go hand in hand. Listening, speaking, reading, and writing develop interdependently in children. The uniqueness of each child in the attainment of the skills is also of importance. All children should therefore be regarded and respected as competent individuals who differ in their learning styles, their home environments and the ways that they understand and represent their world even in their language ability.

TOPIC	STANDARD	PERFORMANCE INDICATOR
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Communication	Listening and Speaking	0-6 months Child: • shows interest in speech of others • responds when the child's name is called • moves arms and legs when child hears familiar sound • gazes at the speaker's face • cries, coos and makes other sounds • cries in different ways depending on whether hungry, in pain or tired • imitates adult facial expressions • vocalizes, squeals, laughs and gestures to communicate • babbles 6-18 months Child: • pays attention to what adult is looking at or pointing to • turns eyes to a mentioned object • nods head to answer simple question • stops activity when told "no, no" • begins to say consonant sounds, such as "m," "b" • uses a variety of sounds to express emotions • listens to a short and simple story • reaches and point to communicate • looks at the picture on book cover • says first word
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		18-24months Child: • turns to the person speaking • pays attention to what the speaker is looking at or pointing to • responds appropriately to familiar words (such as clapping when caregiver says “Clap”) • points to familiar persons and things in answer to the question Who is this? Where is my ball? • connects words with objects • turns, stops or speaks when name is called • uses words, sounds and gestures to get attention, makes requests, comment, greet • uses consistent sounds to indicate a specific person or thing, such as saying “dada” for daddy • names familiar people, animals and objects • repeats short verbal messages when they hear them • imitates word which he/she hears for the first time • attempts to explain a picture or a drawing with three to four words • likes to be read to aloud the same story again and again • recognizes printed logos or symbols of favourite objects or food (e.g. ball, ice cream, mango) 24-36months Child: • Observes various printed materials and pictures in books • enjoys following single-step directions (“Bring me the ball”) • shows with fingers when asked how old he/she is. • uses eight to 20 understandable words in home language • uses single-word speech (such as saying “Up” to be picked up) and short, two-word sentences (“Me, go”) • communicates with gestures and facial expressions, if learning two languages • takes part in simple conversations
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		• brings a book to an adult to read aloud • pays attention for a short period of time when looking at books • participates in stories, songs, finger plays and rhymes • points to the pictures in the book • gazes at various printed materials
		3-4 years Child: • understands meanings of spoken words • acts on given instructions with one or two activities • produces words correctly • attempts to describe past events • mentions uses of common objects (cups, plates broom) • asks questions on almost everything as she/he freely explores the environment • manifests advance vocabulary for age level • replaces familiar words or rhymes with silly ones (e.g. twinkle, twinkle little star to twinkle, kinkle) • listens attentively to stories that are told, read aloud or heard from radio or television and ask questions • makes up stories from books • communicates with body language, facial expression, tone of voice and in words • says name, (tribal or religious) • says age and sex • speaks language spoken in his/her home • names most familiar things • names one or more friends and relatives • asks the meaning of new words, then tries using them • speaks so that most people can understand • uses words like : I, me, we and you” and some plurals (cars, dogs) • enjoys repeating rhyming words or word patterns in songs, poems or stories • remembers and follows directions of one or two step
		• participates in conversation

		4-5 years Child: • becomes involved in a conversation • comprehends what they hear and responds appropriately • Re-tells a story or an event they heard about from another person or a television series, movie, theatre play • talks in sentences of five and six words • remembers and follows instructions involving two or three steps, including steps that are not related such as please pick up your toy and put on your shoes • remembers details in a request and responds correctly e.g. bring me the green plate • tells some details of a recent event in sequence • tells a short make-believe story with adult's help • states own point of view, likes and dislikes using words, gestures and or pictures • recognizes spoken words rather than his/her mother tongue • shows his/her own ideas in several ways • converses with his/her peers about some events (how was the birthday party, the walk, the vacation) • tells about his/her experience • uses different intonations when telling about some event • recites a poem and changes the intonation of his/her voice • sings familiar songs • recites familiar rhymes • tells the opposite of some given words (small-big, day-night, black-white, hot-cold) • participates in speech games (finish the sentence, continue the story)
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	Reading	3-4years Child: • recognizes printed symbols in his/her surroundings • thumbs a picture book, turning the pages one by one • shows interest and pretends to “read out” a book to a younger child or a toy (doll, puppy, kitty...) • identifies print on signs, etc. asks “What does that say?” • identifies own name as a whole word • matches the beginning sounds of some words • finds objects in a picture that have the same beginning sound, with some adult help • listens to and follow along with books in a different language • turns book pages one at a time • retells simple, familiar stories from memory while looking at the book
		4-5years Child: • sits over a longer time and looks at a picture book or some other printed material, holding the book in the correct position tells a story following pictures whichhe/she sees for the first time • begins to identify individual letters of the alphabet (or characters of the home language) • identifies three or more letters with their sound at the beginning of a word (such as day, dog, and Dauda all beginning with d) • recognizes some signs and symbols in the classroom and community such as a stop sign, and uses them for information • begins to recite some words in familiar books from memory • recognizes own name in print • begins to recognize the order in which a page is read (English is read from left to right and top to bottom
	Pre-Writing	6-18 months • Attempts to Finger play in the sand, on the wall /table
	Writing	3-4 years Child: • draws specific shapes resembling letters (circle in the shape of the letter O)

		• makes marks or scribbles when an adult suggests writing • attempts to copy one or more letters or characters of the alphabet. • Draws pictures and tells their stories
		4-5 years Child: • Writes or draws different shapes with several strokes. • Writes a given letter of his/her first name independently. • Makes marks, scribbles or letter –like shapes and identifies them as words. • Uses pretend writing activities during play. • Attempts to copy one or more letters in the alphabet. • Begins to print or copy own name and identifies at least some of the letters

IMPORTANT INFORMATION FOR USERS

LISTENING

PARENTS

- Respond to children’s attempts to communicate using gestures, actions, or words
- Talk with children using language appropriate to their level of understanding
- Encourage children in conversation and notice and respond to what children say and do
- Use daily routines as opportunities for conversation
- Use rhymes and songs with children to increase children’s interest in language sounds and words
- Engage children in simple tasks that require an action or verbal response
- Provide opportunities for parents and young children to participate in activities together
- Develop community awareness about the importance of talking and reading with young children
- Support volunteer programs that increase the time adults spend with young children
- Provide libraries that are well-supplied with appropriate books for young children
- Sponsor community events such as book fairs, plays, and story hours that encourage children and families to read together

- Organize book donation drives for child care centers, Head Start, schools, and other early childhood programs
- Support efforts to encourage adults to spend more time with children, listening, speaking, and engaging children in conversation and interaction
- Support small group sizes so that teachers, caregivers, and children have opportunities for more individualized time together

CAREGIVERS/TEACHERS

- Provide clear instructions that help children move from simple directions to a more complex sequence of directions
- Listen and respond to children's attempts to communicate both verbally and non-verbally
- Model language for children using questions and facial expressions to communicate information
- Provide time and opportunities for children to have individual conversations with adults and other children
- Provide conducive environment to enhance the child's listening capabilities
- Identify children with special needs
- Make provision for children with special needs
- Call attention of parents to children special needs

POLICY MAKERS

- Provide support for libraries and books, early childhood programs, parent-child programs, and volunteer programs for facilitating literacy development
- Support adult and family literacy programmes

PARENTS

- Respond to children's attempts to communicate using gestures, actions, or words
- Talk with children in home language and/or English and encourage children's use of home language
- Encourage children to discuss and add to stories read to them
- Use language in everyday activities with children and talk about their actions, thoughts, and ideas
- Provide opportunities for children to talk and interact with other children and adults
- Respond to children's attempts to communicate using gestures, actions, or words
- Talk with children in home language and/or English and encourage children's use of home language
- Encourage children to discuss and add to stories read to them
- Use language in everyday activities with children and talk about their actions, thoughts, and ideas
- Communicate with children using home language.
- Facilitate language development in home language and/or English (e.g., expand, extend, elaborate language)

- Talk about a variety of topics and illustrate ways to use language to ask questions, give answers, make statements, share ideas, or use pretend, fantasy, or word play
- Build on children's interests by introducing new vocabulary and ideas

CAREGIVERS/TEACHERS

- Respond to children's attempts to communicate whether verbal or non-verbal
- Communicate with children using home language with interpreters when necessary
- Facilitate language development in home language and/or English (e.g., expand, extend, elaborate language)
- Talk about a variety of topics and illustrate ways to use language to ask questions, give answers, make statements, share ideas, or use pretend, fantasy, or word play
- Build on children's interests by introducing new vocabulary and ideas
- Provide opportunities for children to engage in turn-taking and dialogue in conversation

POLICY MAKERS

- Provide libraries that are well-supplied with appropriate books for young children
- Sponsor community events such as book fairs, plays, and story hours that encourage children and families to read together
- Support efforts to encourage adults to spend more time with children, listening, speaking, and engaging children in conversation and interaction
- Support small group/sizes so teachers, caregivers, and children have opportunities for more individualized time together
- Provide support for libraries and books, early childhood programs, parent-child programs, and volunteer programs for facilitating literacy development
- Support adult and family literacy programs for the whole family

ADMINISTRATOR

- Provide opportunities for parents and young children to participate in activities together
- Develop community awareness about the importance of talking and reading with young children
- Support volunteer programs that increase the time adults spend with young children
- Organize book donation drives for child care centres, community-based schools and other early childhood programmes

READING

PARENTS

- Read to children often for pleasure and information
- Point out the names of things, signs, labels, etc., in the neighborhood or store
- Make book-reading time special for your child
- Call attention to books, newspapers, and magazines in the home

- Visit a library often and check out books to read
- Ask children questions about the stories read together
- Encourage children to talk about and predict what will happen next in a story
- Repeat nursery rhymes and play word games
- Provide and share books with children, re-read favorite stories, and model reading behaviours
- encourage children to watch educational TV programmes
- supervise and regulate programmes child watches on TV

CAREGIVERS/TEACHERS

- Talk about what words mean and write down dictation for children
- Help children learn about sequences in books such as beginning, middle, and end
- Provide opportunities for children to repeat familiar rhymes and experiment with beginning word sounds
- encourage children to watch educational TV programmes
- Ask children questions about the stories read together
- Encourage children to talk about and predict what will happen next in a story
- Repeat nursery rhymes and play word games

ADMINISTRATORS

- Provide materials such as flannel board sets, puppets, and other props to act out and re-tell stories
- Provide many types of children's books, references, pictures, and posters in the environment

POLICY MAKERS

- Provide opportunities for parents and young children to participate in activities together
- Develop community awareness about the importance of talking and reading with young children
- Support volunteer programmes that increase the time adults spend with young children
- Provide libraries that are well-supplied with appropriate books for young children
- Sponsor community events such as book fairs, plays, and story hours that encourage children and families to read together
- Organize book donation drives for child care centers, community-based schools, and other early childhood programmes
- Support efforts to encourage adults to spend more time with children, listening, speaking, and engaging children in conversation and interaction
- Support small group/sizes so teachers, caregivers, and children have opportunities for

more individualized time together

- Provide support for libraries and books, early childhood programmes, parent-child programmes, and volunteer programmes for facilitating literacy development
- Support adult and family literacy programmes for the whole family

WRITING

PARENTS

- Provide writing materials in the home such as paper, pencils, crayons, and markers
- Support young children's interest in scribbles and pretend writing
- Encourage children to participate in activities that involve reading and writing, such as making a grocery list
- Use writing to communicate with others with a card or letter
- Help children recognize own name and allow children to practice writing letters

CAREGIVERS/TEACHERS

- Provide many opportunities for children to draw and print using markers, crayons, and pencils
- Provide a literary-rich environment that includes writing materials in many areas of the classroom
- Promote literacy-related play activities and respect children's attempts at writing
- Display models of adult and child writing in the classroom environment
- Encourage children's interest and attempts to copy or write letters and their own name

DEFINITION OF TERMS

LANGUAGE

This is the medium of human communication either spoken or written. It consists of the use of words in a structured and conventional way.

LANGUAGE DEVELOPMENT

This is a process of starting early in human life when a person begins to acquire language by learning it as it is spoken or signed. It could be verbal or non-verbal.

SPEAKING

This is the action of conveying information or expressing one's thoughts and feeling in spoken language.

LISTENING

Gives one's attention to a sound. It is to take notice and act on what someone says.

READING

This is skill of reading written or printed matter silently or aloud. It is a multi-faceted process involving word recognition, comprehension, fluency and motivation.

WRITING

This is the representation of language in a textual medium through the use of a set of signs or symbols (known as written system). It is the skill of marking coherent words on paper and composing text.

COMMUNICATION

The act of conveying information through exchange of thoughts, messages or information as by speech, visual, signals, writing or behaviour. Communication requires a sender, message and a recipient.

DOMAIN: FOOD & NURTITION

BRIEF DESCRIPTION

Food is any substance consumed in order to maintain life and growth. It is usually of plant or animal origins and contains essential nutrients such as carbohydrates, fats and oil, proteins, vitamins, mineral elements and water.

Nutrition is the process of taking food into the body and absorbing the nutrients for growth and development. It is therefore essential that children receive nutritious foods to promote optimal health and development of the child.

GUIDING PRINCIPLES

Exclusive breast feeding in the first six months is essential for child's growth and development. The child needs adequate and nutritious food for growth and development and should be fed at the appropriate time.

TOPIC	STANDARD	PERFORMANCE INDICATOR
Types of food eaten	Eats a variety of nutritious foods	0 -6 months Child: • enjoys breast milk • indicates need for food when hungry (by crying) • rejects unpleasant food or drinks • accepts food and vitamin supplements when given
		6-18 months Child: • continues to accepts breast milk • eats adequate complementary and semi-solid foods available in the environment (e.g. soft food – mashed potatoes, yam, plantain, rice; pap enriched with crayfish, groundnut, soya milk, 'moi-moi', porridge etc.)
		18-24 months Child: • Explores food with fingers • eats finger foods available in the environment (like plantain, potato chips, eggs 'moi-moi' etc) • differentiates taste of variety of foods as sweet, sour, bitter • distinguishes between edible and non-edible items • feeds on simple snacks in the locality like 'akara',

		plantain chips, puff-puff etc • feeds on simple snacks • continues to feed with spoon and plate • assists caregiver with grasping and holding cups/plates 
		24-36 months Child: • Continues to feed on adequate solid foods and liquids regularly
		3 -4 years Child: • recognizes and eats a variety of foods in the locality • eats new foods when offered • consumes variety of beverages (e.g., water, milk, fruity juice) • recognizes some bitter, sweet, sour foods by taste • identifies and names some common foods eaten in the locality
		4-5 years Child: • identifies food items • names and explains the primary functions of certain foods (e.g., yam –energy) • recognizes food from different food groups • attempts to participate in preparing nutritious snacks and meals • prefers to feed self independently • washes hands before and after eating • observes and says the simple table manners • pours water, milk or juice with minimal spills
Feeding Patterns	Exhibits good feeding habits	0-6 months Child: • plays and kicks legs happily when being fed • shows signs of satisfaction after feeding • sleeps or plays after feeding • accepts breastfeeding during illness • feeds on demand • accepts the first yellowish breast milk i.e. colostrums • indicates anticipation of feeding on seeing breast or bottle food

		6-18 months Child: • accepts to be fed with spoon • feeds at regular intervals • regulates the speed and intensity with which he/she eats • shows ability to soothe self and falls asleep after feeding
		18-24months Child: • feeds with spoon • assists caregiver by holding his/her cup or plate
		24-36months Child: • attempts to feed self • attempts to wash hands before and after meals • eats only foods that he/she likes • refuses to eat during illness • eats egg and meat if available • Unaware of any food taboos
		3-4 years Child: • requests for food at regular intervals • observes good eating habits (washing of hands before and after eating) • feeds self using cutlery without assistance • attempts to wash fruits before eating • washes hands before and after eating
		4-5years Child: • attempts to wash fruits before eating • attempts to clean up tables after eating • attempts helping in the kitchen • prefers to serve and feed self independently • can observe and say the simple table manners (e.g. not to talk while eating) • pours water, milk or juice easily and with minimal spills

IMPORTANT INFORMATION FOR USERS

PARENTS

- Ensure high level of hygiene in food handling, storage and preparation.
- Feed child with healthy varieties of foods in season in the locality (stop the practice of food taboos).
- Teach the child how to feed himself/herself and clean the eating utensils early
- Respond positively and promptly when child indicates need for food
- Provide opportunities for older child to select safe foods and feed self
- Provide child with age appropriate eating utensils and cup with lids
- Encourage transition to cup at 12 months
- Offer healthy food from different culture if possible
- Should not force-feed any child especially when semisolid foods like pap are introduced
- Practice exclusive breastfeeding and healthy milk extraction from breasts
- Avoid giving children processed and junk food.

CAREGIVERS /TEACHERS

- Teach children about eating nutritious foods in the locality.
- Educate them about the dangers of food taboos in their localities to their health.
- Ensure feeding of children under strict hygienic conditions.
- Supervise them during school meals and assist those who cannot feed selves
- Teach the hygiene rules of washing hands before and after meals
- Teach children table manners

ADMINISTRATORS

- Keep records of school lunch menu or meal plan.
- Record of food vendors in the center where there is linkage to the basic school
- Monitor food vendors activities in the centre
- Keep record of children's growth chart (number of children that have increased/decreased in weight)
- Keep records of individual educational plans for children with special needs in nutrition and feeding.
- Provide a home corner in the centre where children can use cooking equipment to play cooking.
- Discuss child's feeding with parents occasionally

POLICY MAKERS/OTHERS

- Support the centres with provision of free balanced school lunch to avoid malnutrition.
- Encourage the planting of fruits and vegetables in the centers e.g. gardens

- Provide educational enlightenment programmes on exclusive breastfeeding, mother to child transmission of HIV/AIDS during breastfeeding, against harmful food taboos and feeding practices, against use of local concoctions etc
- Governmental and Non-governmental organizations should assist in provision of foods and supplements to vulnerable children like orphans and children with special needs
- Promote *Home-Grown School Feeding* for ECCD centres
- Provide educational materials such as posters showing different types of foods, healthy and unhealthy children.
- Promote policy and arrangements for children who have special educational needs.

DEFINITION OF TERMS

FOOD	This is anything taken in (ingested) that is useful to the body and will provide energy, builds, nourishes and protects the body.
NUTRITION	This is the science of food, its composition and utilization (how the body uses food).
FOOD TABOOS	These are false traditional beliefs about the negative effects of taking some particular foods by particular individuals.

DOMAIN: HEALTH

BRIEF DESCRIPTION

Health is the total well being of an individual. In this context, it is the extent to which the child aged 0-5 years is assisted to be free from sickness and is able to resist it. Ensuring that Nigerian children remain healthy is the responsibility of parents, government and caregivers. Children should be exposed to issues related to childhood diseases, prevention, personal hygiene and drug abuse.

GUIDING PRINCIPLE

To ensure healthy growth and development of the Nigerian child, aged 0 – 5 years, stakeholders should support and teach the child on issues of childhood disease, ailment, prevention, immunization, drug use and abuse, personal hygiene, (care of the body, good toilet habits) and show of love and care to peers and children with special needs. The stakeholders should provide conducive environment by which the Nigerian child can be sound health wise and expose the children on how to avoid others who have health challenges such as cholera, yellow fever, measles, chicken pox, etc. Children should be exposed to ways on how to remain healthy and also made to understand that they have roles to play to achieve this.



Insert an ideal picture of a healthy environment

TOPIC	STANDARD	PERFORMANCE INDICATOR
Diseases, Ailments, drug/abuse and Preventions	Child is able to show signs of ill-health, report and accept treatment	0 – 2 years Child: - shows signs of ill-health - accepts use of medication for treatment - accepts ORT/SS medication
		2 – 3 years Child: - Shows discomfort when ill - accepts use of drug for treatment - attempts to avoid unhealthy environment such as refuse dumps, toilets - attempts to wash hand after using the toilet - accepts ORT/SS medication
		3 – 4 years Child: - reports when feeling ill - accepts medication - attempts to eat when sick
		4 -5 years Child: - attempts to mention the role of doctors and nurses - recognises and reports simple signs of illness (body temperature) - avoids self medication - recognises few dangerous drugs (cigarette and beer) - attempts to mention where diseases are treated - attempts to mention the names of some health facilities - identifies photographs of healthy/sick child
	Ability to show signs, mention some ailments and preventive measures	0-2 years Child: - shows signs of ailment by refusing to suck - accepts use of drug for treatment - accepts ORT/SS medication
		2 - 3 years Child: - attempts to report ailment - accepts drug for treatment (ORT/SS)

		3 - 4 years Child: • reports ailment • accepts drug for treatment(ORT/SS)
		4 – 5years Child: • mentions some infectious diseases. • mentions how to avoid infected persons.
Personal Hygiene and Care of the body	Child is able to participate in Personal Hygiene and Care of the body	2-3years Child: • attempts to wash hands and face • attempts to wash hands after eating • cooperates when assisted to observe personal hygiene (bathing, tooth brushing, etc) • attempts to identify and name parts of the body • attempts to sing songs and recite rhymes relevant to personal hygiene • attempts to identify proper place for toileting • indicates when there is need to go to toilet • attempt cleaning up after using the toilet
		3-4 years Child: • sings songs and recite rhymes relevant to personal hygiene • identifies proper place for toileting • washes hands and face independently • cleans up after toileting • wipes nose and disposes material used into the bin
		4 -5 years Child: • brushes teeth with tooth brush or chewing stick • covers mouth when coughing and nose when sneezing • uses the toilet independently, following hygiene rules (wipes off, flushes and washes hands) • tidies up the room or space where he/she plays • identifies different parts of the body

IMPORTANT INFORMATION TO USERS

PARENTS

- Ensure that their children are registered at birth
- keep adequate records of their children (birth, health)
- Ensure they keep their environment clean so that their children remain healthy
- Ensure that their children aged 0 – 5 years are immunized and administer drugs to their children when they are sick
- Learn how to prepare, administer ORT/SS to children of ages 0-5 years and manage common childhood illnesses
- Discourage intake of junk food and feed them balance diet
- Provide adequate feeding for sick children and learn how to control the spread of communicable diseases
- Teach children hand washing procedures and must teach the children to wash their hands properly and regularly to avoid impairing their health

CAREGIVER/TEACHER

- Identify children who do not have birth certificates and are not registered at birth and do the following:
- Inform parents and other care givers on the essence of registering births of school age children and having birth certificates.
- Liaise with the National Population Commission to ensure birth certificates are issued to the children – free of charge and at no cost to parents/caregivers.
- Inform children on the importance of having their births registered and evidenced with a birth certificate
- Keep adequate records on each child (birth, health)
- Recognize and state different childhood illnesses, their symptoms and mention preventive measures as well as take or refer sick children to appropriate health facility
- Learn how to prepare, administer ORT/SS to children of ages 0-5 years and manage common childhood illnesses
- Learn how to control the spread of communicable diseases.
- Identify children with special needs, take care of their needs and provide appropriate counselling and psycho-social support
- Teach children ages 3- 5 years to report when sick, should be observant to notice when children ages 0 – 3 years are sick and should be attended to immediately to avoid complications
- Ensure that children are treated (via the first aid box) when sick, and make referrals when and where necessary
- Teach children hand washing procedures and must teach the children to wash their hands properly and regularly to avoid impairing their health

ADMINISTRATORS

- Inform parents during the PTA meetings on the importance of registering the birth of their children
- Provide Emergency Protocol in place to take care of children should a serious accident/ illness requiring urgent medical attention occurs
- Ensure there is a fully equipped First Aid Box is provided and clearly labeled, readily visible and available, but not accessible to the children
- Ensure that the environment is well kept

POLICY MAKERS

- Integrate birth registration processes (including the importance of birth registration) into teaching materials
- Support implementation of the birth registration component of the National Policy for Integrated Early Childhood Development in Nigeria.
- Support integration of birth registration activities into the admission process.
- Ensure/enforce birth registration of children aged 0-5 years.
- Support collective and concerted efforts between National Population Commission and Education actors to register school age children starting with the ECD classes.
- Support integration with National Population Commission to ensure provision of school age population data to Federal Ministry of Education – IECD department so as to track and document school age enrolment rates that will facilitate planning, implementing, and monitoring of early child hood development programmes,
- Ensure/enforce immunization of Nigerian children ages 0 – 5 years
- Embark on enlightenment campaigns on various diseases (including terminal) and prevention measures to follow (e.g. the use of treated mosquito nets to prevent malaria) and registering children at birth
- Make rigorous effort to control the spread of communicable diseases amongst children of ages 0 – 5 years
- Provide drugs for the children’s use in schools
- Deploy health workers to schools/centres
- Make provision for sick-bay in schools/centres

DEFINITION OF TERMS

BIRTH REGISTRATION

Birth registration is the official recording of the birth of a child by a state administrative process. It is the permanent and official record of a child’s existence and the starting point for the recognition and protection of every child’s fundamental right to identity and existence. It helps ensure access to basic services, including immunization, health care and school enrolment at the right age.

HYGIENE	Hygiene is the practice of keeping the surroundings where children stay very clean in order to prevent the spread of diseases
IMMUNIZATION	This is the act of administering vaccination on children ages 0-5 years to prevent them from contracting life threatening diseases such as measles and polio
DRUG	Drug is a chemical given to children to help them recover from an illness
DRUG ABUSE	This is the misuse of a chemical substance on a child without medical prescription
ORT	This is a mixture of water, sugar and salt solution administered on sick children when they are dehydrated
SS	Salt Solution is a mixture of water and salt used in cleaning a child's soared mouth with a cotton wool

DOMAIN: WATER, ENVIRONMENTAL SANITATION AND HYGIENE

BRIEF DESCRIPTION

Water is an indispensable substance for human existence as it constitutes 75% of the liquid in the body. Hence, children should have adequate knowledge about water and its uses. In the case of environmental sanitation, it is the act of observing basic hygienic principles to ascertain healthy environment and living. It is therefore paramount that children should be aware of their environment and be able to carry out practices that will ensure free germs and diseases environment.



GUIDING PRINCIPLES

The development of holistic child is the interplay of many inter related domains, that is, one is not independent of the other. All these should adequately be nurtured in the early years of children for the proper development to take place. Therefore, in the area of early childhood development, the provision of a stimulating and safe environment for quality early learning is the prerequisite to achieve the desired holistic development and the education process of every child. In the light of this, the process of developing the Early Learning and Development Standards for the children between 0 to 5 years is of paramount importance. All children, regardless of sex, ethnic origin, religion, socio-economic and cultural differences, different health and special needs, should have the opportunity to access a clean, safe and healthy environment. The content of the standards cover water, environmental sanitation, and hygiene domain for the development of the children between the ages of zero to five years. The holistic approach in the standard development is the basis for their design with the consideration that the child perceives the world as a whole. Joint responsibility of the family, the teacher, the community and the policy makers to encourage the development of children's early learning and proper development is of paramount importance. All children have the potential to achieve the expected standards to a great extent at a specific age, if given the adequate support, instruction and stimulation for their early learning development.

TOPIC	STANDARD	PERFORMANCE INDICATOR
Sources and Uses of safe water	Awareness of water	0-6 months Child: • reacts/becomes restless when not given a bath • shows comfort after bath
		6- 18 months Child: • drinks water • plays with water • reacts to hot and cold water by crying
	Knowledge of water	18- 24 months Child: • drinks water • points or moves toward direction of water
		24-36 months Child: • drinks water • identifies clean water • plays with water • attempts to wash with water • attempts to name sources of water • says uses of water • uses water • attempts to bathe • sings songs and recites rhymes on water in English and the language of the immediate environment
Environmental Sanitation & Hygiene	Healthy habits / personal hygiene	6-18 months Child: • attempts to brush teeth • identifies some part of the body • attempts to comb hair
		18- 24 months Child: • sings songs /Recites rhymes on parts of the body • mimics sweeping, washing, bathing, caring for baby • attempts to wash hands

		24 – 36 months Child: • sings songs /Recites rhymes on parts of the body • mimics sweeping, washing, bathing, caring for baby • attempts to wash hands
		4-5 years Child: • differentiates between clean and dirty water • can list water borne diseases
Sources and uses of water	Knowledge about water	3-4 years Child: • names sources of water • mentions uses of water • bathes self • plays with water • differentiates between clean and dirty water • attempts watering gardens • sings songs and recites rhymes related to water • attempts to wash under wears/socks
		4-5 years Child: • names sources of water • mentions uses of water • bathes with water • plays with water • attempts to mention methods of water purification • attempts watering gardens • sings songs and recites rhymes related to water • draws objects related to water

Sanitation	Healthy habits & Personal hygiene	3-4 years Child: • indicates toilet needs • washes hands after toilet • washes hands before and after eating • washes hands with soap after playing • brushes teeth • Combs hair • attempts at cleaning and washing dishes after eating • attempts at sweeping/dusting furniture(e.g. tables, benches, chairs). • uses toilet independently • attempts to cover mouth while coughing & sneezing • attempts to use clean handkerchief to wipe nose
	Disposal of Refuse & Waste	4-5 years Child: • indicates toilet needs • washes hands after toilet • washes hands before and after eating • washes hands with soap after playing • brushes teeth/Combs hair • makes attempt at cleaning tables and washing dishes • attempts at sweeping/dusting furniture • washes dresses • independent use of toilet facility • exhibits good toilet habits • covers mouth while coughing & sneezing • uses clean handkerchief to wipe nose

IMPORTANT INFORMATION TO USERS

PARENTS

- Water play gadget should be provided for children to play with.
- Aquatic animals (e.g. Toy duck, fish etc.) should be provided in the Water Play gadget
- Adult supervision is highly needed and necessary as children play with water
- Provide child-friendly toilet facility at home
- Provide hand washing basins, buckets, etc in the home
- Provide waste disposal material (i.e. incinerator, waste disposal cans/drums)

- Ensure regular evacuation of the waste
- Provide instructional materials that will inculcate healthy environment in children
- Provide disinfectant
- Provide and ensure the proper use of mosquito treated nets for children
- Boil water before drinking
- Ensure clean environment free of dirt
- Demonstrate proper handwashing techniques

CAREGIVERS / TEACHERS

- Name sources and state the uses of water
- Safe water should be readily available for children to drink.
- Demonstrate methods of water purification
- Adult supervision is highly needed and necessary as children play with water
- Be sensitive to children's reactions (i.e. frequent cries and restlessness in child)
- Demonstrate and model personal hygiene.
- State and demonstrate the basic personal and environmental hygiene (For example, through songs, rhymes stories, modelingetc)
- Ensure the availability of clean water and materials for washing hands (e.g. basin, soap, towels, cups etc)
- Ensure clean environment free of dirt
- Demonstrate proper handwashing techniques

ADMINISTRATORS

- Water play gadget should be provided for children to play with.
- Aquatic animals (e.g. Toy duck, fish etc.) should be provided in the Water Play gadget
- Monitoring and ensuring a safe and clean environment around the child
- Ensure availability and use of disinfectant
- Ensure the availability of waste disposal material (e.g. waste bin) in strategic places

POLICY MAKERS

- Sources of safe and adequate water should be provided in ECD/CBCC centres
- Child –friendly toilet facility should be provided
- Provide waste disposal materials (e.g. incinerator, water disposal cans/drums)
- Ensure regular evacuation of waste
- Provide relevant instructional materials should be provided in centres
- Provide guidelines on care and support for children with special needs
- Provide disinfectants
- Provide handwashing materials in ECD/CBCC centres

DEFINITION OF TERMS

CAREGIVERS	Trained personnel handling little children
POLICY MAKERS	Government officials in charge of policy making in the learning and development of children at the three tiers of government (Federal State and Local levels)
ADMINISTRATORS	These are ECCDE Managers directly in charge of supervising the day to day running of the centres
DOMAIN	The broad category or dimension of children's learning and development. It is interrelated, vary and the attainment vary at different developmental stages of children

DOMAIN: EMERGENCY AND SAFETY MEASURES

BRIEF DESCRIPTION

Safe environment devoid of danger and dangerous objects is fundamental to the holistic development of the child. It is on this basis that important issues such as emergency and safety measures become issues of concern. This is because learning cannot take place where the learner is not safe. Emergency is an unexpected dangerous happening situation e.g., flood, fire, accident, disaster etc. Accidents are happenings that can inflict wound and cause injury to a child. It can cause pain to the body. Accidents can occur anywhere. There could be accidents at home, on the way to and from school, in the school or Day-care/Crèche centres. Safety is the state of being safe, condition for being protected against physical, social, emotional dangers, etc. It is important to ensure safety in the ECCE centres. Children should recognize safe environment and what constitutes danger.

GUIDING PRINCIPLES

Children develop and learn best in safe and peaceful environment/communities where their needs are met and they feel safe and secure. Children learn best in a safe, healthy and intellectually challenging environment. Emergency situations that can expose them to dangers of psychological trauma, physical harm and dirty environments that could cause sicknesses should be avoided. Policy makers, caregivers and parents should provide an environment free of insecurity, danger but is enriched for children's intellectual development.

TOPIC	STANDARD	PERFORMANCE INDICATORS
Safety Measures	Recognition of damaging and dangerous situation	0-6 months Child: - cries (gets upset) due to sudden increase of temperature - cries when there is sudden unfriendly noise
		6-18 Months Child: attempts to remove a part of his/her clothes if he/she is hot
Prevention of accident	Safety awareness	18 to 36 months Child: - Recites rhymes relevant to safety - sings songs relevant to safety - role-play safety - obeys simple instructions about safety - avoids rowdy environment

		• holds adult's hand when walking in public places (e.g. street) •
		3-4 Years Child: • identifies waste disposal facilities (e.g. dust/refuse bin) • Identifies some common waste (solid-banana peels, maize cobs, etc/liquid-dirty water). • drops litter in the appropriate place (e.g. refuse bin/pit) • attempts to draw some waste disposal items (e.g. dustbin, pan, broom etc) • sings songs and recites rhymes related to sanitation in English and the language of the immediate environment •
		4 – 5years Child: • identifies waste disposal facilities • identifies types of waste (Solid/liquid) • drops litter in the appropriate place • sings songs and recites rhymes related to sanitation in English and the language of the immediate environment • draws pictures for maintaining clean/healthy environment (e.g. waste bin, dust pan, broom etc
	Adopting Safety skills	3-4 years Child: • identifies and knows the use of seat belts • attempts to wear seat belt in the vehicles • knows/ memorizes his/her names and the parents' names • takes permission before going out • informs and reports to parents/guardians/teachers/caregivers of dangerous behaviour from known and unknown person(s) • gets familiar with his/her neighbourhood • sings songs related to safety measures • recites rhymes related to safety measures

		• knows the position and use of a fire extinguisher • avoids self medication • exhibits hazard conscious attitudes
		4-5 years Child: • looks Left and Right before crossing roads • avoids collecting gifts from strangers • wears seat belt in the vehicles • knows/writes/memorizes his/her names, parents' names, address and phone numbers • takes permission before going out • Informs and reports to parents/guardians/teachers/caregivers of dangerous behaviour from known and unknown person(s) • gets familiar with his/her neighbourhood • identifies safety codes • knows the position and use of a fire extinguisher • sings songs relevant to safety measures • recites rhymes relevant to safety measures • faces traffic while walking down the street • keeps a distance from wild fire • stays away from open wells/pits/streams • avoids self medication • avoids violence
Awareness about First Aid	Knowledge of Content and importance of First Aid Box	4-5 years Child: • identifies First Aid Box • identifies the location and person in charge of First Aid Box • names some contents in the First Aid Box
	Behaviour at emergency	4-5 years Child: • acts sensibly and with confidence • listens and takes instructions from knowledgeable adults during emergencies • the child looks both ways before crossing the street attentively in the company of an adult • responds to a prohibition by an adult • recognises some signs of disease (pain,

		feeling cold, feeling hot) • recognizes signs of danger (fire alarm, police alarm, or ambulance) • recognizes dangerous and harmful habits
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IMPORTANT INFORMATION FOR USERS

PARENTS

- Provide safe and clean environment
- Provide picture books illustrating risky behaviours
- Make available first aid box at home and show the child its location and uses
- Respond positively when the child shows some signs of pain or discomfort
- Avoid violence in the home
- Communicate about personal safety and abuse to the child.
- Talk to the child about the basic signs of a disease (pain, cough) and explain to him/her why it is important to warn you in time should such a sign occurs.
- Be aware of common ailment and have knowledge of safety measure to be taken in emergency situations to safe children
- Keep away dangerous objects, out of the reach of children

CAREGIVERS/ TEACHERS

- When walking along the street with the child, hold him/her by the hand and explain the safety rules.
- Tell the child important tips for crossing the road
- Help the child to remove the excessive clothes if he/she feels hot or to put on additional clothes if he/she feels cold
- Sings songs and tell rhymes relevant to safety.
- Explain to the child the colour meaning of the traffic lights and practice
- Ensure that no vehicle is at close range when crossing the road, or cross on the zebra crossing mark.
- The child should know that he /she should report to a known adult any uncomfortable situation
- Discuss safety rules with the child , give life examples and read stories related to safety
- Explain emergency situation to the child
- Be aware of common ailment and have knowledge of safety measure to be taken in emergency situations to safe children
- Talk with the child the differences between a pet and a wild animal
- Demonstrate precise limitations against touching dangerous objects (e.g. explain to the child that some things are too hot to touch).
- Talk to the child about the role of alarms used by cars.
- Role play safety practices and how to stay safe during emergencies

- Use pictures and illustrated books where the risk behaviours are shown (smoking, alcohol drinking while driving, riding a bicycle without a helmet) and talk about these practices

ADMINISTRATORS

- Provide a safe environment
- Procedures for handling emergencies such as fire outbreaks, injuries from a fall etc should be pasted in the classrooms and caregivers trained in the drills

POLICY MAKERS

- Ensure the quality of construction of buildings at the Early Childhood Facilities.
- Safety kits such as fire extinguishers, fire alarm, ramps etc should be provided and caregivers and parents given training on them
- Provision of water facilities in the centres
- Centres should be made child friendly and safety ensured
- Immunization of children against infectious diseases should be given priority
- Provide First Aid Boxes at the ECD centres.
- Schools should not be located very close to the main road, streams and bridges as a matter of policy.
- Provide safe environment devoid of harmful insects and bugs
- Ensure integrated management of childhood diseases

DEFINITION OF TERMS

EMERGENCY An unexpected dangerous occurrence

ACCIDENT Happenings that can inflict injuries; it happens without preparation

DANGER Unsafe condition with potential tendency to result to unfavourable event

SAFETY Condition that ensures protection against danger

DOMAIN: PROTECTION ISSUES

BRIEF DESCRIPTION

Child protection is a set of services or policies designed to protect children and young people from abuse and neglect by the government, parents and school. It is also rights and privileges a child is entitled to which if abused could be challenged in the law court.

GUIDING PRINCIPLE

The process of developing protection issues for Nigerian aged 0 – 5 is guided by the premise that governments, families and schools are the primary gatekeepers of young children. Thus, they are to ensure that the environments in which children (regardless of sex, ethnic group, special needs) grow and learn are safe and free from any form of child abuse and neglect. This is because children tend to learn and grow better in an environment where they are given enough care, love, affection, proper upbringing, well protected from harm and are allowed to enjoy their rights and privileges, including the right to play.



TOPIC	STANDARD	PERFORMANCE INDICATOR
Child Rights	Right to survival, development protection and participation	18-24 months Child: • has right to good medical care • avoids unfamiliar people • reacts negatively to harmful practices (by crying) • plays freely • listens to instructions and attempts to obey
		24-36 months • plays freely • listens to instructions and attempts to obey • has right to good medical care • avoids unfamiliar people • accepts friends, peers and familiar adults
		3 – 4 years Child: • associates freely with sibling, peers, familiar adults, etc. in his/her locality • participates in school activities • receives good medical care • attempts to show love and respects others • airs views and asks questions
		4 -5 years Child: • acts sensibly and with confidence • listens and takes instructions from knowledgeable adults during emergencies • the child looks both ways before crossing the street attentively in the company of an adult • responds to a prohibition by an adult • recognises some signs of disease (pain, feeling cold, feeling hot) • recognizes signs of danger (fire alarm, police alarm, or ambulance) • recognizes dangerous and harmful habits

Child Abuse	Identify harmful practices that violates the right of the child	18-24months • Child: interacts freely with others • uses available facilities with other children • attempts to report incidences of abuse • listens to instructions and attempts to obey • listens to instructions on harmful practices and their effects 24-36months Child: • reacts negatively to harmful practices (by crying) • interacts freely with others • attempts to report incidence of abuse • listens to songs on harmful practises and their effects • uses available facilities with other children • listens to instructions and obeys parents and other adults 3 – 4 years Child: • reacts negatively to harmful traditional practices by crying • interacts freely with others • alerts adult when abused • listens and obeys instruction from parents and other adults on issues on child abuse, rights and protection, etc. 4 – 5 years Child: • expresses feelings and reacts negatively to stories on child abuse and neglect • expresses feelings and reports incidence of abuse • listens and obeys instruction from parents and other adults on issues on child abuse, rights and protection, etc.
Care for children with special needs	Mainstreaming rights /protection of children with special needs	0-3years Child: • interacts freely with other children • uses available facilities with other children • takes part in group work

		3-4 years Child: • participates actively in school activities • shares available facilities with other children • talks freely with significant adults
		4 -5 years Child: • supports children with special needs • use available facilities with other children • mixes freely with others

INFORMATION TO USERS

PARENTS

- Ensure that every child, ages 0 – 5 years is registered at birth
- Ensure that birth and immunization certificates are properly kept
- Understand the effects of denial of parental care, love affection, proper up-bringing and protection on the child.
- enlighten children on the need to be security conscious and to raise alarm and report to appropriate quarters when threatened
- Teach children the following identity index: family name, home/ parents' office address, phone numbers, etc.
- Teach children not to receive gifts, food or visit unfamiliar places without being accompanied.

CAREGIVERS/TEACHERS

- Monitor and report abuse and violations of children's rights
- Parents/Caregivers should promote realization of children's rights to Survival, Development, Protection and Participation.
- Parents/Caregivers should identify the rights of the child to Survival, Development, Protection and Participation
- Enlighten children on the need to be security conscious and to raise alarm and report to appropriate quarters when threatened.
- Enlighten children on the need not to associate with unfamiliar people.
- Ensure that children with special needs receive adequate care and attention to enable them develop maximally and discourage discrimination and stigmatization
- Encourage children to interact freely with the physically challenged orphaned and vulnerable children (OVC).

ADMINISTRATORS

- Build capacity of teachers to recognize children that are (traumatized) abused, being abused or being victims of violations and to counsel such children
- Provide documents on child protection to those working with children in their establishments.
- Identify practices that violate the rights of the child, child abuse and discourage practices that lead to child abuse.
- Identify harmful traditional practices, advocate for their eradication and mention alternative healthy practices

POLICY MAKERS

- Create public awareness on issues relating to child rights, registration of child's birth, protection, all forms of child abuse, discourage practices that lead to child abuse and encourage children to interact freely with other children irrespective of their physical and health challenges.
- Be well informed on issues concerning child rights, harmful practices, child friendly environment and understand it.
- Enforce the implementation of policies and legal frameworks on Child Rights (survival, development, protection and participation, etc.)
- Ensure that children are well protected by providing perimeter fencing in schools/centres
- Ensure that adults who have records of child abuse are not engaged in schools/centres
- The community should provide land for the building of schools/centre in a protected environment.

DEFINITION OF TERMS

CHILD PROTECTION

The act of guiding and preserving the rights and privileges of the Nigerian child

GATEKEEPERS

These are adults (parents, teachers/caregivers, policy makers) who are responsible for care and protection of children either at school or at home

STAKEHOLDERS

Individuals/groups who have vested interest in the care and education of Nigerian children, ages 0 – 5 years (parents, teachers/caregivers, policymakers, NGOs, etc.)

GENDER DOMAIN

BRIEF DESCRIPTION

Gender issues to be discussed here concerns the differences in sex, body parts and roles played by each sex and respect for the opposite sex. Gender is culturally oriented. In some societies, female and male are usually socialized to behave, feel and think differently. In some other societies the old patriarchal traditions of male supremacy have not been completely uprooted. The sex of the child is biologically based.

GUIDING PRINCIPLES

Every child is born equal and should be nurtured and supported to develop his/her potentials irrespective of his/her gender. Sex of the child should not be an obstacle to achievement at home or school. Some names are however peculiar to male children while some are peculiar to female children.

TOPICS	STANDARDS	PERFORMANCE INDICATOR
Gender identity	Child can tell the differences between male and female body parts	3-4 Years Child: - names parts of male and female bodies - identifies pictures of male and female through dressing
		4-5 Years Child: - names part of the male and female bodies - identifies picture of either boy or girl - identifies differences between male and female - differentiates between male and female sex organs - recognizes some male and female names - labels pictures and basic parts of the body
	Gender Stereotypes	4-5years Child: - both sexes participate equally in all class activities - understands that all professions are open for both sexes (Doctor, Soldiers, Nurses, Pilot ...) - reports when bullied, beaten or abused by both sexes

IMPORTANT INFORMATION FOR USERS

PARENTS

- Show equal love to all children irrespective of their sexes
- Should not segregate when assigning roles and responsibilities to children
- Impress on the children the need to report promptly when abused

- Assist the children in toilet training

CAREGIVER/TEACHER

- Guide and teach children when they want to urinate
- Correct erring children with love
- Should not segregate when assigning roles and responsibilities to children

ADMINISTRATORS

- Provide relevant toys and educative materials
- Ensure that there are adequate toilet facilities in the school/centre for male and female children

POLICY MAKERS

- Encourage gender parity
- Avoid gender biases in the provision of instructional materials
- Sensitization and advocacy for gender equity
- Provision of separate toilet facilities for male and female children.

DOMAIN: NATIONAL VALUES & CONSCIOUSNESS

BRIEF DISCRIPTION

National values and consciousness are issues we hold in high esteem as a people. They include culture and beliefs, people, our environment and national identity.



GUIDING PRINCIPLES

Education of the child should have its roots in the national values and encourage national consciousness for sustainable national growth and development. For sustainable development and growth of the nation, it is important that the national values and philosophy is inculcated in the child from the early stage of development. Instilling national consciousness and values in the child early will shape the thinking, belief and character of the child such that he/she exhibits acceptable behaviour in the society. Moreover, the child will grow into recognizing the cultural and social milieu which he /she has found him/herself and this will enhance tolerance, unity, patriotism and other virtues for building a society of peace.

TOPICS	STANDARD	PERFORMANCE INDICATOR
Cultural norms/ traditions	Cultural celebrations, food and traditions	18-24 months Child: • says a few words in his/her local language • participates in cultural and religious celebrations • accepts a variety of food in the locality
Family and culture	Cultural norms and traditions	24-36 months Child: • says a few words in his/her local language • participates in cultural and religious celebrations • performs acts that manifest honesty • reports wrong doing • reports lost but found materials • plays with peers in the community • shows tolerance • obeys simple rules • respects/greets elders

		• wears cultural costumes • plays cultural roles • promotes birth registration messages
	Acceptable behaviour	4-5 years Child: • obeys simple rules • respects and greets elders
Citizenship	Develop national consciousness	4-5 years Child: • attempts reciting national anthem and pledge • attempts reciting states and capital • identifies colours of the national flag
Cultural Norms and Tradition	Cultural celebrations and traditions	3-4 years Child: • uses local language • attempts to name some local languages spoken in Nigeria • dances to rhythm of local songs, nursery rhymes in indigenous language • identifies and names some local musical instruments from pictures
		4-5 years Child: • attempts to name important festivals of each major ethnic group in Nigeria • participates in cultural day activities at home and school • mentions days of some cultural events in his/her locality • names some cultural festivals in his/her locality • wears cultural costumes • plays cultural roles • mentions favorite local foods • speaks and understands own local language • sings in his/her language • participates in cultural dances

		• sings religious songs
Societal Norms	Acceptable behaviour within the community	3-4years Child: • obeys simple rules • respects elders according to societal norms • plays with peers in the community • wears cultural attires • plays cultural roles • greets in local language • imbibes respectable behaviour (“thank you” “I am sorry” etc) • shows tolerance (e.g. avoids fighting) • Performs acts that manifests honesty (e.g. reports any useful object found). • reports wrong doing 4-5 years Child: • greets and responds in local language according to the norms • imbibes respectable behaviour • shows tolerance • exhibits honesty • reports wrong doing • reports lost but found materials

Religion	Identify with a religion	3-4years Child: - tells major religions in Nigeria - identifies religious leaders in Nigeria from pictures - names different places of worship of the major religions in Nigeria - identifies own religion
		4-5years Child: - identifies different religious buildings from a picture - prays according to family norms - says the different religious groups in Nigeria - draws his/her religious place of worship - identifies his/her own religion
Ethnicity	Ethnic groups in Nigeria	2-3years: - attempts to say the name of his/her ethnic group - identifies his/her indigenous type of dress from a picture
		3-4 years Child: - can attempt to say the name of his/her ethnic group, - can tell the type of food they eat - sings songs in local language
	Ethnic types of Dresses	4-5 years Child: - can tell the major ethnic groups in Nigeria - mentions his/her ethnic group when asked - attempts to mention his/her state - identifies various food eaten in his/her locality - sings songs in local language
		3-4years Child: identifies his /her local type of dressing from a picture
		4-5 years Child: describes his/her own traditional

		type of local attire - imitates adult type of dressing of his/other ethnic groups in Nigeria - recognizes different kinds of ethnic dresses from a picture
Important places and sites	Notable Places in Nigeria	3-4years Child: attempts to name a few notable places in Nigeria
		4-5years Child: child names more notable places in Nigeria
National heroes and heroines	Patriotism	3-4 years Child: recognizes the pictures of some Nigerian heroes/heroines
		4-5 years Child: - recognizes and mentions a few Nigerian heroes and heroines - role plays any hero/heroine of his/her choice - mentions some national heroic deeds
Citizenship	Develop National Consciousness	2-3years - attempts reciting national anthem and pledge - attempts reciting states and capitals - attempts to identify colours of the national flag
		3-4years Child: - attempts reciting national anthem and pledge - attempts reciting states and capital - identifies colours of the national flag - attempts naming national leaders

		4-5years Child: • attempts to recite national anthem and pledge • attempts to recite states and capital • identifies colours of the national flag • attempts to name some current serving national leaders
National Identity	National consciousness	4-5years Child: • recognizes the National flag and the coat of arms • identifies the colours of the national flag • sings the two stanzas of the national anthem • says the national pledge • aware of the of the national day

IMPORTANT INFORMATION FOR USERS

PARENTS

- Allow the child to participate in the cultural festivals and associations in the community
- Dress the child in cultural attire of the community as determined by the occasion.
- Be role model for the child and show good example in behavior.
- Show a friendly and respectful way of listening and responding to what your child says
- Involve your child in family and cultural traditions, rituals, routines and activities
- Take child to the family place of worship and teach the child the religious beliefs and doctrines of the family
- Provide the local foods of the community to the child
- Discourage harmful cultural practices (e.g. genital mutilation)

CAREGIVERS / TEACHERS

- Tell stories about the national heroes/heroine
- Provide story books that show the leaders to the child
- Demonstrate example of greetings in local language to the child
- Acknowledge honest and truthful behavior of the child.
- Be role model for the child and show good example in behavior.
- Show a friendly and respectful way of listening and responding to what the child says.

- Speak the local language to the child, practice the local dances and show the child the local instruments that are found in the community.
- Tell the child the national colours and states and their capitals.

ADMINISTRATORS

- Take the child on a visit to important places and sites within the community.
- Provide books that show pictures of the different ethnic groups, their costumes, food, places of interest and languages to the child.
- Allow the child to interact with members of the community,

POLICY MAKERS

- Develop policies that will ensure patriotism, good citizenship, national identity as well as project national heroes and heroine.
- Promote issues of religion in the development of curriculum.
- Issues of indigenous language as medium of instruction at the Early Childhood facilities should be implemented.
- Culture and history of the society/community of the child should be promoted in order to encourage national values
- Indigenous languages and dressing should be promoted by policy makers
- Encourage educative/informative TV and radio programmes on national consciousness and values for children

DEFINITION OF TERMS

CULTURE	Custom and traditions associated with a group of people (e.g. religion, language, festivals, dressing etc.)
HEROES/HEROINES	People (male/female) admired for their brave deeds
NATIONAL IDENTITY & IDEOLOGIES	These include those things with which a country is identified,(e.g. national anthem, pledge, coat of arm, flag currency etc)
NOTABLE PLACES	These are remarkable or historical places, (e.g. National Art Museum)

early childhood development standards

