

Provision of Early Childhood Development Services Project

Final Evaluation Report



August 2009

Tessa Oosthuizen

Acknowledgement

The evaluation of this project would not have been possible without the cooperation of many people and groups who provided insight regarding this project and the context of Early Childhood Development services in the greater Cape Town area.

- Staff of the Johannesburg Swiss-South African Cooperation Initiative (SSACI) office
- Staff of the Centre for Early Childhood Development (CECD)
- Past learners of CECD from Group 1 and Group 2
- Social Development office in Gugulethu
- Early Childhood development (ECD) centres visited
- Participants of the HIV/AIDS training, First Aid training, Management training

Terminology

In this report the following terms are used:

Learners – these are the young women who trained on the ECD Level 5 National Higher Certificate. This term is consistent with OBE terminology.

Assessment process – The learners' work is assessed by the facilitator / assessor and then undergoes moderation. Once these processes are complete, the ETDP (Education, Training and Development Practice) SETA does a verification visit which is essentially an external moderation in order to endorse the results. After this the final C (Competent) or NYC (Not Yet Competent) can be recorded on the National Learner Record Database.

Contact hours- time learners spend in class or discussions with their facilitator.

ECD – Early Childhood Development

Unit standard – this equates to a subject in the previous education system.



Contents		Page
1. Background		4
2. Methodology		5
3. Project objectives and achievements.....		8
4. Detailed Project Evaluation		10
5. Budget		20
6. Feedback from SSACI and CECD staff		20
7. Recommendations		22
8. Conclusion		25
Appendices		
A: Information on ECD centres.....		27
B: Extract from SAQA Qualification		29
C: Selection process for learners.....		33
D: Learner results.....		34
E: Training content for Governing Body/Management, HIV/AIDS and First Aid		37
F: Generic list of educational equipment		42

1. Background

The CECD was contracted by SSACI in to provide various services regarding the provisioning of ECD services over the period of 1 November 2006 to 31 December 2008. In terms of the contract, the target communities of Delft, Phillippi, Brown's Farm, Crossroads and Weltevreden Valley were identified. It is worth noting that these are some of the most disadvantaged communities in the greater Cape Town area. The six objectives of the project were to improve the quality of children's lives in these impoverished communities, to train ECD practitioners from these areas, to enhance the management of existing centres, to provide HIV/AIDS training, to provide equipment to ECD centres and to assist these centres in being sustainable in the long-term by becoming registered with the relevant authorities and accessing subsidies. The project scope was quite diverse and CECD remained committed to fulfilling the outcomes despite many contextual challenges as briefly outlined below.

In the HSRC report, *Scaling up Early Childhood Development (0-4 years) in South Africa* written in 2008, it was noted that ECD practitioners have a low status in their communities, that they are paid poorly and have poor working conditions. In the light of these factors, it is not easy to attract young people to the profession.

The perception of parents and many primary school staff that ECD practitioners are merely baby-sitters shows a lack of understanding of the importance of play in terms the development of young children. Many parents with children at community based centres also struggle to pay the average fee of R100 a month or neglect to pay it as they do not value the service. This in turn leads to centres having very little money and so practitioners are sometimes paid R500 (this was the average salary in 2000 as reported in the *Nationwide Audit of ECD Provisioning*). Once centres receive subsidies, parents seem to think that they no longer need to pay fees either. This information was verified by many of the principals I interviewed in the course of the evaluation.

In interviewing Nomphiwo at Siseko ECD centre, I found out that she is only able to have twenty (20) children at her premises in order to comply with registration requirements with Social Development. She charges R120 per month in fees but many parents do not pay or fail to pay the full amount. Food costs her at least R1000 a month for the children. Assuming that she receives an average of R2000 a month, this leaves her and her assistant with R1000 to share. She is struggling to register to receive a subsidy as her structure continues to fail inspections by the Department of Health and the Fire

Department. She is in a catch-22 situation as she does not have the money to upgrade her structure.

The example above is unlikely to be an exception; there are many centres that experience the same or similar problems. It seems that in the poorest areas, many ECD centres will need subsidies in order to function and that they are unlikely to become self-funding in the near future. Unless subsidies are raised from R12 per child per school day (where the parents earn less than R1200 per month), ECD practitioners will continue to be poorly paid, the children will not receive adequate education and the career will not be highly regarded by matriculants.

The *Nationwide Audit of ECD Provisioning (of 2000)* also revealed the following interesting statistics about the Western Cape:

- The average age of ECD practitioners was thirty eight (38) years of age
- 99% of the practitioners were women
- The average salary was R500

The Western Cape Education Department (WCED) recommends a salary of R3500 for Grade R teachers working in schools where the class is subsidized by the WCED. These posts are Governing Body contract posts though and the teachers do not receive the full benefits or the security as teachers employed by the WCED. Salaries at private ECD centres are generally significantly lower, even when situated in middle class areas. Learners are able to earn between R2400 and R2800 as shelf packers in a supermarket so the low salaries in the ECD sector are a demotivating factor.

Despite these challenges, CECD managed to fulfill all of the project objectives to a lesser or greater extent as detailed in the full evaluation that follows.

2. Methodology

Both primary and secondary research methods were used in order to compare first hand observations and comments from the people interviewed with that of recent research and commentary in the context of learnerships and Early Childhood Development services.

Primary research:

- Interviews with the principals of the following ECD Centres during site visits
 - Ms Nobuntu Mkhencele of Zamukhanyo Educare in Phillippi
 - Ms Heidi Opperman of Kings Kids Educare in Delft
 - Ms Nomphiwo Sobetwa of Siseko Educare in Delft South
 - Ms Elin Losper of Immanual Educare in Phillippi East

- Interviews with learners of both Group 1(2007-2008) and Group 2 (2008-2009 – still in completion phase) enrolled on the training for a Higher Certificate in Early Childhood Development, SAQA ID: 23117. They also answered basic questionnaires.

- Interview with MsTozama Matutu who is the ECD Coordinator/ Welfare Planner in the Gugulethu District office of the Provincial Department of Social Development and reports to the Provincial Department of Social Development Head Office.

- Interviews with participants of the Management training, including school principals and parents.

- Interviews with participants of the HIV/AIDS training and First Aid training – both face-to-face and telephonic. (There was a taxi and bus strike on the day of the scheduled interviews as well as heavy rainfall thus many people did not arrive for the face-to-face interviews and telephonic interviews were conducted the following day.)

- Interviews with CECD staff members – Mr Eric Atmore, Mr Toufeeq Thomas, Ms Roz Witbooi, Ms Wilma Tindall and Ms Thembisa Nkohla.

- Interview with SSACI staff – Mr Ken Duncan and Ms Thantshi Masitara.

Secondary Research - the following documents, articles, policies and internet sites were used to add context to the report and objectives of the project as well as to audit the training interventions:

- Training materials used for SAQA ID: 23117 as well as a sample of the Portfolios of Evidence as submitted by the learners

- CECD project documents and records including registers, learner information, ECD kit lists, Quarterly reports to SSACI.
- SSACI project documents and records: meeting minutes, Mid-term evaluation report, memoranda, UBS Optimus Foundation Report on the Provision of Early Childhood Services Project (February 2008)
- Du Toit, R., Serfontein, M. & Dealers, B. 2005. Evaluation of the learnership academy model. (Commissioned by Services SETA, December). www.hsrc.ac.za/Publication-Keyword-457.phtml [Accessed August 2009]
- Department of Education, May 2001. *White Paper 5 on Early Childhood Education - Meeting the challenge of Early Childhood Development in South Africa*. Pretoria
- James Garraway, 2003. The codification of local knowledge into learnerships. www.ukzn.ac.za/joe/JoEPDFs/joe%2036%20garraway.pdf. [Accessed August 2009]
- Education Training and Development Practices (ETDP) SETA Annual Report 2007/2008. http://www.ETDPSETA.org.za/article.php?a_id=56 [Accessed August 2009]
- Dugmore, Cameron (MEC for Education). December 2005. Announcement of the Western Cape 2005 Matric results.
- Parliamentary Monitoring Group Early Childhood Development: briefing by Department of Education. June 2008
- Gabru, Yousuf (MEC for Education). February, 2009. Media release 3: WCED on track to complete 160 new Grade R classrooms
- Biersteker, Linda. ECD - A review of public policy and funding(Commissioned by the children's budget unit of IDASA)
- www.idasa.org.za/gbOutputFiles.asp?WriteContent=Y&RID=735 [Accessed August 2009]
- FAQ's South African Government information. <http://www.info.gov.za/faq/education.htm>. [Accessed August 2009.]
- Kwazulu-Natal Education Department. November 2005. Inaccurate article statement. <http://www.kzneducation.gov.za/> [Accessed August 2009]

- Department of Education. 2001 The Nationwide Audit of ECD Provisioning in South Africa. www.capegateway.gov.za/Text/2003/national_audit_eed.pdf [Accessed August 2009]
- Biersteker, Linda. November 2008. Scaling up Early Childhood Development (0-4 years) in South Africa. Human Sciences Research Council
- www.hsrc.ac.za/Research_Publication-20526.phtml [Accessed August 2009]
- Letsoalo, Matuma. 31 October 2007. SETA results a big blow for government. Mail and Guardian online.
- www.mg.co.za/.../2007-10-31-SETA-results-a-big-blow-for-government [Accessed August 2009]

3. Project Objectives and Achievements

Objectives	Achievements
<p>1. To improve the quality for approximately three thousand (3000) vulnerable children in historically disadvantaged communities in the greater Cape Town area through enhanced services at community-based early childhood development centres.</p>	<p>Through the twenty (20) centres focused on in 2007, one thousand one hundred and sixteen (1116) children were directly positively influenced.</p> <p>Through the twenty (20) centres focused on in 2008, one thousand five hundred and thirty one (1531) learners were directly positively influenced.</p> <p>This is a total of two thousand six hundred and forty seven (2647). The shortfall of three hundred and fifty three (353) learners can be accounted for in terms of the positive influence of all the other project objectives as well as subsequent enrolments at the centres in 2008.</p>
<p>2. To train at least fifty (50) young women and men as ECD practitioners, through a ten-month training programme leading to a nationally recognized qualification and thereafter assist them to find employment in ECD centres in disadvantaged communities within the greater Cape Town area.</p>	<p>Fifty nine (59) learners were enrolled over the two year period to accommodate expected drop-offs.</p> <p>Group 1 of 2007/8 : fifteen (15) learners' results have been verified as Competent against the full qualification ID: 23117, five (5) learners who have competence against only some of the unit standards have resubmitted their work and are expected to achieve full competence against the qualification.</p> <p>Group 2 of 2008/9: Results have not yet been moderated or verified. Eight (8) learners are expected to achieve full</p>

	<p>competency on ID: 23117, four(4) learners expected to achieve credits for competency against some of the unit standards and have been encouraged to strive for full Competence by December 2009.</p> <p>Nineteen (19) learners of Group 1 have found employment as either Grade R Teachers at local community Primary schools or ECD centres.</p> <p>Group 2 are currently finishing their studies and five (5) learners are keen to further their studies in education and two (2) have already found employment in ECD centres.</p> <p>Learner statistics: Competent, employed in ECD: 16 Not Yet Competent, employed in ECD: 4 Competent , unemployed: 5 Competent, employed out of ECD context:: 3 Not Yet Competent, unemployed: 27 Not yet Competent, employed out of ECD context:1</p>
<p>3. To enhance the skills of at least three hundred (300) community members (mainly parents) who are responsible for the management of community –based ECD centres.</p>	<p>Three hundred and fifty nine (359) community members have been trained in leadership and management skills pertaining to ECD centres.</p>
<p>4. To provide information and counseling skills in combating HIV/AIDS to at least three hundred (300) ECD workers and/or parents in those same communities.</p>	<p>During 2007, one hundred and seventy two (172) community members were trained on HIV/AIDS.</p> <p>At the request of the communities and as agreed by SSACI, the training in 2008 focused on Basic First Aid which one hundred and seventy four (174) people attended and were awarded certificates by the Red Cross who were contracted to do the training.</p>
<p>5. To provide some basic educational equipment to forty (40) outreach ECD sites.</p>	<p>During 2007 , seventeen (17) centres received a customized kit of educational equipment</p> <p>During 2008, twenty (20) centres received a customized kit of educational equipment</p> <p>CECD continues to work with three (3) centres to achieve their upgrades so the kit can be placed in the centres.</p> <p>Equipment was also provided to a learner from Group 1 as she established her own centre.</p>

<p>6. To promote the long-term stability of the participating ECD centres and outreach sites by helping them to set up well-organised and representative community structures and assisting them to obtain national and provincial government subsidies.</p>	<p>Twenty three (23) centres have been registered as a Non Profit Organisation.</p> <p>Twenty (20) centres have been registered with the Provincial Department of Social Development as a 'partial care facility' in terms of the new Children's Act 38 of 2005.</p> <p>Eleven (11) ECD centres are currently receiving the Provincial Department of Social Development ECD subsidy.</p> <p>CECD continues to assist thirteen (13) centres with their registrations with the Provincial Department of Social Development and eleven (11) with registration as a Non Profit Organisation.</p>
--	--

4. Detailed Project Evaluation

4.1 Improving the quality of the lives of 3000 vulnerable children. (See Appendix A for a list of the centres.)

While the headcount in terms of the forty (40) outreach centres totals approximately two thousand six hundred and forty seven (2647) children over the two years, this does not take into account the influence of the HIV/AIDS, First Aid and Management training. Many more children from other centres will have been positively influenced by the improved management structures. Thus CECD estimates that a further one thousand two hundred and twenty six (1226) children have been indirect beneficiaries of the project.

4.2 Training of at least 50 women and men on National Higher Certificate in ECD (SAQA ID: 23117)

4.2.1 Evaluation (see Appendix B for qualification details)

The course was based on the Higher Certificate which is a Nationally recognised post- matric qualification that has international comparability. Most ECD practitioners in the field currently have only a qualification at Level 1 or Level 4 or are busy training through the EPWP (Expanded Public Works Programme) which is aimed at people currently working in centres. The

programme is run on a learnership model with a limited number of contact hours in terms of theoretical training. CECD training targeted new entrants to the ECD field in order to address the scarce skills in the sector. The course was not based on the learnership model but was run as a full-time course to adequately cover the substantial theoretical learning required. Learners were also required to apply their knowledge in several practical teaching experiences. The certificate is aimed at training practitioners to engage with Grade R children in the year before they enter formal schooling so that essential literacy, numeracy and life skills can be adequately developed.

The staff of the Centre for Early Childhood Development (CECD) provided the learners with much support. The facilitator went beyond the call of duty and assisted learners after hours and on weekends. The learners were also provided with more than the two assessment opportunities as recommended by the Education, Training and Development Practices (ETDP) SETA.

In terms of the practical aspect of the course, the learners were exposed to ECD centres which were situated in wealthier areas so that they could observe well resourced schools and “best practice” models. Learners were also able to do practice teaching at local community schools of their choice. Both groups felt that this exposure benefitted them and that they gained skills and knowledge from both environments.

The venue for the theoretical classes was accessible but required the learners to travel. Many reported that it took them between an hour to almost two hours to travel on public transport. This made the day very long as classes were held from 9am to 3pm.

The programme followed SETA requirements for the balance of theory, practical and self-study components and most likely even offered more contact hours than required. CECD made every effort to assist the learners with their learning and the poor results are not a reflection of the course structure, materials or presentation methods but rather of the socio-economic and educational background of the learners.

The training may have not fully met the objective but potentially twenty eight (28) well qualified ECD practitioners are now able to work in the sector and on average will positively impact on the lives of eight hundred and forty (840) children in their classes each year.

4.2.2 Challenges

- Many of the learners had very little background knowledge or experience of working with groups of young children and thus needed much guidance.
- The poor matric results of the learners provided some insight as to why they struggled to meet the Level 5 requirements of the course. Most of the Group 1 learners studied isiXhosa as their first language and achieved an average of a D symbol (50-59%) Only eight (8) learners had done maths at matric level and scored an average of an E symbol (40-49%) on the standard or lower grade. In terms of the rest of the subjects, the average was also an E symbol. Group 2 learners mostly studied English as their first language and achieved an average of a D (50-59%) symbol. Only six (6) learners had taken maths and achieved an average of an F (33-39%) symbol. They also achieved an average of an E (40-49%) symbol for the rest of their subjects.
- The secondary school marking system and that of the SETA directed learning programmes are very different. Learners have grown used to achieving low marks and yet still passing to the next grade. In the SETA system, the only two possible achievements are C (Competent) or NYC (Not Yet Competent). Learners are required to achieve competence and in order to do this must be able to provide evidence of knowledge and skills against set criteria, thus competence can be seen as 100%. Learners found it difficult to adjust to these expectations.
- The schooling system had also not prepared the learners adequately to engage in tertiary education. They lacked basic study skills and could not research independently. The learners themselves reported that they had found the workload to be much more than they expected and that they struggled with writing essays and other typical Level 5 type tasks. The facilitator had to “go back to basics” at times. The switch from teacher-directed to self-directed learning where they need to take responsibility for their own learning was a major challenge for both groups.
- The learners were found by the facilitator to have a poor general knowledge and thus they had to be taught about topics that they needed to teach the children. An example of this was that the first group did not know what dinosaurs were. The learners were shocked when they were out on practical training to find that some three-year olds were able to name the dinosaurs and had more knowledge of the subject at this early age than they had as potential ECD practitioners.

- The training materials were examined and found to be on the right level for the course. While they could be simplified and improved, learners at this level should have been able to cope with the language and requirements.
- Many learners lacked motivation and struggled to meet the targeted standards. Several students had a high rate of absence and it became necessary to penalize learners who did not attend class.
- The age of the learners seems to be significant. The first group had an average age of twenty seven (27) years with the oldest learner who was thirty seven (37) at the time. The second group had an average age of twenty two (22) years. The facilitator noticed a difference in the level of maturity and dedication of the two groups. Even the learners themselves (of the first group) expressed that the younger learners are not as committed and only study ECD because their options are limited by a lack of finances to study at private institutions.
- The course was originally designed over an intensive ten (10) month period as the contact hours justified this. The problems experienced with the learners as detailed above, forced CECD to train over a longer period (18 months) as they did not want to compromise the quality of the learning. They made the correct decision and this further demonstrates the integrity of CECD in terms of striving to improve the ECD context rather than train for the sake of training or to meet time-bound objectives.
- When doing practical training in the community schools, the learners found that they often had to take all of their own resources, this included tyres for outdoor play, paint, paper etc as these schools lacked even basic materials. While this was a good lesson learned in being resourceful, it added to the strain even though CECD supplied the learners with a basic art kit which they were able to use. Some of the existing ECD practitioners in the community schools, who were meant to act as mentors, had less knowledge than the learners.
- Stipends are always a challenge on any type of learnership programme. The amount of R600 was meant to cover basic travel and stationery costs only. Unfortunately, some learners dropped out of the course citing finances as a problem. Many of the learners interviewed complained that the amount was too low. CECD reported that at least five (5) of the learners from Group 2 had dropped out in 2009 as they had young children that they needed to support. Many learnerships in South Africa, including the Expanded Public Works

Programme which also trains Level 5 ECD practitioners, have stipends set at R1200 for Level 5 (these are set to increase from next year). This creates an expectation as the learners hear from practitioners in the neighbourhood or in their practical placements about this and compare it to their own stipend. Some of the learners did not budget well with the R600 and also used it for other purposes. However, other learners had given up jobs to enter the programme and struggled to assist in supporting their families. The poor socio-economic situation of many of the learners is a reality which needs to be taken into account when planning stipends on future programmes.

- While the training was to include the training of men as ECD practitioners, only one (1) male was enrolled on the programme in 2007 and failed to complete the programme. This must be seen in the socio-cultural context where men in these caring roles are not an accepted norm and they are expected to be the bread-winners of the family.

4.2.3 Successes

- Fifteen (15) learners have already achieved the full qualification and have had their results verified by the SETA. This is proof that the materials and assessment processes meet the national standards. Learners from the first group who have not been successful have been given another chance and have submitted their work for assessment. There are eight (8) learners from the second group who are expected to attain full credits and get their qualification. (See Appendix D for more detailed results.)
- Many learners have not or will not achieve full credits but will be credited for some of the learning. While this does not meet the project goal, it must be considered against general through-put rates on learnerships in South Africa. Accurate statistics are not available (they were requested from the ETDP SETA) but reports in the newspapers ¹estimate a success rate of only 18-20% according to information supplied by the Department of Labour.
In their Annual report of 2007/2008, the ETDP SETA sets their target at a 50% success rate. At this stage the success rate of the two groups is likely to be 28 of the targeted 50 or a 56% throughput rate which thus slightly exceeds expectations in the sector.

¹ (Letsoalo, Matuma.31 October 2007. *SETA results a big blow for government*. Mail and Guardian)

- Even though many of the learners have not achieved full credits, the time spent at CECD on the programme has not been wasted. They can take the life skills and knowledge gained and apply them to other work contexts, to raising children in their families or assisting in their communities. (One of the learners from 2008 teaches dance to young children in her community.)
- Several learners from the first group have been placed in schools and two (2) ladies are now earning R4500 per month as Grade R teachers at local primary schools. Others in the group earn the R3500 recommended by the Western Cape Education Department (WCED) while the lowest salary is R2000. The group interviewed see themselves as professionals in their field and are all interested in furthering their studies. They have taken on an advocacy role as they are educating other teachers and principals at the schools as to the nature of experiential learning at this level as well as the importance of ECD.

4.3 Management Training

4.3.1 Evaluation (Details of the content of the training can be found in Appendix E)

This training was well received and the parents and principals interviewed were very appreciative of the opportunity.

The venues were easily accessible in the local areas and the prestige of attending training at the premises of a university seems to have been a motivating factor. This is evident in the fact that more than the targeted number of people received training and all of the people interviewed asked for follow up training on other relevant topics.

The training materials and facilitators were well received and all the commentary was positive. Many of the principals have kept the notes and are using the templates for budgeting, petty cash etc. While they are not getting in more money, they report that they are more aware of spending and have been able to plan and buy more educational equipment than before.

CECD conducted a needs analysis and addressed the concerns of the participants. They did on-site mentoring after the programme and continue to support the centres. The content also assisted many of the centres with the requirements for their registration with Social Development. CECD are to be commended on the success of these training interventions.

4.3.2 Challenges

- Many of the parents that were trained have moved their children to other schools and thus the continuity is problematic. It is hoped though that they transfer their skills and knowledge to the new centre.
- Many of the centres operate on a “hand to mouth” basis and thus they are not able to fully implement all the budgeting measures.
- The principals report that many parents have not clearly grasped the idea of volunteering and expect to be paid for assisting on the Governing Body. Petty squabbles and political agendas also negatively influence the functioning of many of these bodies.

4.3.3 Successes

- The principals have transferred the theoretical training to their own situations and are far more confident of their management abilities.
- The content of the training has assisted many of the outreach sites in preparing their documentation for their registrations as a Not for Profit Organisation (NPO) as well as with Social Development and they are now accessing much needed subsidies.
- Governing Bodies are now operating in the schools with varying degrees of success.

4.4 HIV/AIDS and First Aid Training

4.4.1 Evaluation (Details of the content of the training can be found in Appendix E)

The training on both these programmes was well received by the participants. The venues used were accessible and the training was conducted in different languages which accommodated

the needs of the participants. The targeted number was exceeded. CECD called on the expertise of the Red Cross Society to present the First Aid training as they did not have the internal capacity.

4.4.2 Challenges

The original plan was for HIV/AIDS training only but at the request of the communities, this was changed as they felt they had been over-saturated with this topic.

4.4.3 Successes

- Participants received recognized certificates for the First Aid training.
- Many of the ECD centres now have AIDS policies in place.
- Accurate information on HIV/AIDS has been communicated and it is hope that there is an attitudinal shift in the participants and a better understanding of children's rights.

4.5 Distribution of educational equipment

4.5.1 Evaluation (See Appendix F for a generic list of equipment.)

This was well handled by CECD as they conducted a needs analysis of each centre to determine what equipment was needed as well as the space available. The equipment was suitable to the needs of young learners and was of a high quality.

Follow up workshops were arranged to assist the ECD practitioners in understanding how to use the equipment in order to facilitate the holistic learning of the children in their care. The facilitator related a story of one of the older practitioners who admitted to hiding the pegboard away from the children as she did not know it should be used. She was very grateful for the training as she understood the value of the toys more. The staff have also continued with on-site support and advised the staff in many of the centres as regards the suitable layout of the playrooms.

Comprehensive lists of the equipment provided to each school were kept and principals were asked to sign and be held accountable for the receipt thereof.

4.5.2 Challenges

- Equipment could not be distributed to three (3) centres as they lack the needed infrastructure.

4.5.3. Successes

- While visiting Zamukhanyo, I saw evidence that the children had been taught to methodically construct the puzzles and the equipment in the class was well maintained.
- Approximately two thousand five hundred (2500) children have had access to suitable educational equipment and have been able to develop appropriate skills.
- ECD practitioners in the community have an improved knowledge of the importance of toys and play in the development of the young children in their care.

4.6 Assistance in obtaining registrations and subsidies.

4.6.1 Evaluation (See Appendix A for registration status.)

CECD staff has been committed to assisting the centres and provide ongoing on-site as well as telephonic support in addition to the management workshops and other interventions. The decision to work with some of the poorest schools has negatively affected their success rate as these centres struggle to meet the high standards of the minimum requirements. Often the problems stem from zoning of the land and the actual structures themselves as they do not meet Health or Fire standards.

The principals interviewed, two of which were registered and two of which are still in the process, were very positive about the contribution and assistance from CECD. They have been assisted in the processes and have a better understanding of the requirements.

Many centres have been registered and are receiving their subsidies.

4.6.2 Challenges

- Ms Tozama Matutu, a representative of the Provincial Department of Social Development, which is responsible for registering ECD centres stated that many of the requirements are stringent and that for the poorest centres, are very difficult to achieve because of finances, for example having enough fire extinguishers. She also admitted that trying to coordinate all the required inspections and various Provincial as well as Municipal departments was frustrating and that they only registered an average of fifty (50) centres each year. This is not many bearing in mind that even registered centres have to re-apply and go through the whole process every two years. An application can take several months to finalise. CECD have noticed in working with the ECD centres that guidelines are not always applied consistently so even when a centre is expected to pass the registration procedures, they do not while others are registered that do not appear to meet all the criteria. Principals find the process very demotivating and frustrating as they struggle with the bureaucracy and making sure that all the forms and documents are in order. They do not always see the benefit of all the effort unless they are able to access subsidies.
- A few centres are also struggling to have the land on which the ECD centre stands, registered for that purpose. The registration of the centre with Social Development cannot go ahead until rezoning has been granted by the municipality.

4.6.3 Successes

- Ms Tozama Matutu was very clear in stating that without the expertise of CECD, many of the centres would not have been registered. While Social Development is required to support the centres, they lack the specific ECD expertise as well as manpower needed to assist all the applicants.
- The relationship between CECD and Social Development has been strengthened through this project which has a positive effect on the application process.

- Many of the centres that CECD has assisted in registering are now able to offer the children in their care, better educational opportunities as well as a safer and healthier environment. This impact cannot be easily determined by statistics.

5. Budget (See Appendix G)

The expenditure on this project will be audited in the near future by an accounting professional.

While, CECD have overspent on their budget, they have in agreement with SSACI covered the extra costs. These costs were incurred mainly by extending the training period and by offering the learners more than two opportunities for assessment. The further over-expenditure was offset by prudent spending measures such as saving on venue hire by using local libraries. Further costs will be incurred by CECD as they continue to support the centres with on-site mentoring and the learners with placements in ECD classes.

All funds can be accounted for and variances are to be expected when budgeting for a project of this nature and size. Monies appear to have been well used and costs for training materials, salaries etc appear to be within the norm of the training and development sector.

CECD strived to work within the budget and have taken responsibility for the extra costs which were unforeseen and could not have been predicted. If one takes into account all that has been achieved, the programme has been cost effective.

6. Feedback from SSACI and CECD representatives

SSACI Staff

The role of SSACI is that of a development agency and not just a funding organization. They take an interest in the projects that they are involved in and prefer to have a “hands-on” approach so that they can provide expertise and guidance when needed and keep informed of any developments. They found CECD to be one of the most professional NGO’s that they have dealt with as there was a genuine commitment to meeting all the objectives. CECD have the expertise as well as a passion for the ECD sector and are to be commended for choosing to work with some of the poorest ECD centres which made their task more challenging.

The changes in staff at CECD did have a negative impact on the communication with SSACI – there have been three project managers. Quarterly reports were not always presented timeously or in sufficient detail and joint management meetings between the two organisations did not take place as scheduled. This would have given SSACI staff the opportunity to assist the CECD in a more directed way. The project planning also appeared to have been negatively affected by the staff changes.

The problems with the learners and their lack of commitment and discipline should have been dealt with earlier in the project when the concern was raised by SSACI staff. This may have made a difference to the poor results, especially in Group 2.

It was also noted that the six (6) community hubs should have been capacitated more in order to provide support to the outreach centres and thus alleviate some of the pressure of the CECD team. Principals could assist other centres with the paperwork required for registration with Social Development as well as advise them on learning programmes.

While the educational aspects of the programme were well handled, the project management skills could be improved. This pertains particularly to adequate reporting within deadlines and communication of decisions to the SSACI staff. Like many organizations in the NGO sector CECD were keen to be involved in an extensive development and upliftment but appeared to underestimate the time and input costs and thus budgets and project plans were negatively affected. This however was a minor detraction in terms of the success of the project.

CECD

Reflecting on the project, CECD staff noted that:

- ECD centres need to be selected more carefully. A 60/40 split between the centres needing some help and the poorest and neediest ones is being tested on another funded project. Trying to work with only the very poor schools is noble but very draining on resources and can be demotivating to the staff involved.
- The selection process for the potential learners needs to be improved. Unfortunately the calibre of matriculant that is attracted to the ECD sector is generally poor. There was much debate about whether candidates should be older or have experience with children but there are valid arguments for accepting younger candidates. The consensus was that more

emphasis needs to be placed on looking at personality traits such as maturity and commitment as well as previous experience with children.

- The limit in age group (18-25 years) as required by the project appears to have had a negative effect as this was stringently applied to Group 2 who went through a more thorough screening process (see Appendix C) yet failed to match the achievements of the first group who were older on average.
- Venues play a large role in attracting participants. When training took place on the campuses of universities, there was a much better response. The training appears to have been seen as more legitimate and prestigious.
- Relationships have been built within the communities with local resource centres, other NGO's, local schools, ward councilors as well as government and city officials. These relationships were fundamental to the success of the project and will continue to positively impact other projects that CECD is involved in.
- It is difficult to find the balance between meeting project objectives at times and applying rules. This was the case in terms of the learners. CECD were so aware that fifty (50) learners were expected to be certificated, that they gave the learners too much lee-way and perhaps too many opportunities for assessment. Finding the right measures of assistance and discipline was a challenge.

They also commended SSACI for the way they had handled the project as they were a model agency to work with. SSACI staff were incredibly supportive and took an active interest in the project without being domineering.

7. Recommendations

7.1 Training

One of the critical elements of any programme is the selection of the right candidates. CECD were limited by the age criteria in selecting Group 2 for the training but this may need to be reviewed in the light of the South African definition of youth being eighteen (18) to thirty five (35) years of age. SSACI were specific in terms of targeting young school leavers but a better mix of ages in a class needs to be considered so that the more mature learners can guide the younger

ones. The target age should be adjusted to be eighteen (18) to thirty (30) years. CECD did implement a more thorough screening and interview process for Group 2 (see Appendix C), yet met with less success than the first group. Again, it appears to have been influenced by the age of the learners. Another consideration would be to review the interview process and include asking the potential candidate learners to write an essay on themselves, their aspirations, their background, values etc. This would provide an opportunity to assess their literacy skills and may provide more insight into the personality of the candidate. The essay would need to be written under controlled circumstances to ensure that it is the candidate's own work. This could then be followed by an interview.

Targeting new entrants to the career of an ECD practitioner should continue if we take into account that the average age of practitioners in 2000 was thirty eight (38) years of age. It is clear that younger people will be needed in this field to replace practitioners as they find the work too physically demanding as they get older or reach retirement .At present the Government sponsored EPWP programme only targets ECD practitioners who have some experience and so there is a gap in the training "market".

Learners experienced many challenges in accessing information at their local libraries as the non-fiction books do not cover much of the educational spectrum. Both groups in their interviews expressed a need for access to computers on the learning site that are linked to the internet so that they can access information for research tasks. They also need access to printers and copiers . This could be budgeted for and included in the costs of the programme.

The materials should be reviewed as the replacement qualification for the Higher Certificate, SAQA ID: 64649 uses many of the same unit standards against which the current material has been written. The facilitator has first -hand knowledge of what the learners struggled with and should assist in the review process. The changes are not of a major nature and can be accomplished relatively easily:-

- The facilitator added many of her own notes and these could be included to provide further substance to the training.
- Actual examples and case scenarios could be added to make the theory more relevant to the learners.
- Assessment criteria should be made clearer to the learners for each task as this will give them more guidance in terms of the expectations.

The training itself in terms of facilitation and learning opportunities was of a high standard. In reviewing the learners' portfolios, it was clear that much time and effort had been spent on assisting the learners to acquire the knowledge, skills and attitudes critical to an ECD practitioner. The critical cross-field outcomes as specified in all qualifications by the South African Qualifications Authority (SAQA) were also met and the learners gained many valuable life skills in addition to the ECD specific skills.

The Level 5 qualification was a suitable choice as it articulates from matric (Grade 12) at Level 4 on the National Qualifications Framework (NQF) and provides the learners with an advantage in the industry as they are accredited to teach in a Grade R class. Many ECD practitioners only have Level 1 or 4 and thus the CECD learners are at an advantage.

Stipends were a major source of negativity with the learners of both groups. While the dependency on stipends should not be encouraged, we need to be realistic about the socio-economic circumstances of the learners. They should not be raised to match those of the EPWP project but may need to be reviewed so that travelling expenses, stationery as well as lunch can be adequately covered.

Changing the venue from the premises of CECD to that of a local college or university may raise the status of the programme although extra costs may be incurred. Learners reflected that they did not feel like they were in a post-matric programme as they did not have student cards or access to a resource centre. This may positively impact the commitment levels and encourage the learners to take their studies more seriously if such access could also be negotiated. It must be noted that the change of venue would not in any way change the programme as it currently meets all the standards and credits as a National Higher Certificate. The only influence would be on the learners' perceptions and potentially a more positive attitude towards their studies.

Many of the learners in the interviews expressed an interest in continuing their studies in order to achieve a diploma. They would all study with CECD again if given the opportunity which shows how much respect they have for the organization the value they place on their training.

7.2 First Aid

While the Basic First Aid course is valuable, a decision has been made to offer a more specialized Paediatric First Aid in the future as this covers the basics and also looks at examples which are very relevant to parents and ECD practitioners in terms of accidents with children. This change is positive and is endorsed by the evaluator.

7.3. Hub Centres

The idea of the hub centres needs to be expanded. Principals like Heidi Opperman at Kings Kids, who have the skills and knowledge could be developed further and trained to support other ECD practitioners and centres nearby. The people would need to be carefully identified through the existing ECD forums so as to avoid any rivalries or jealousies. These hubs could then assist centres with the registration processes as well as other management issues.

7.4 Planning

It is always easier with hindsight to see what changes could be made. The staff of the CECD has reflected in the feedback that they have learned valuable lessons in rolling out this project. A final project de-brief with all the relevant team members should be held to record all the suggested changes so that future project teams will have a basis to work from and the knowledge will not only be carried by people but formalized in a document. A full project scoping process should be conducted at the start of all future programmes to ensure that all areas are properly covered and plans are made for possible contingencies. This process should also be recorded so that decisions can be traced to their origins. This will assist in the review and evaluation processes.

8. Conclusion

The Centre for early Childhood Development is to be commended for choosing to work in some of the poorest areas in the greater Cape Town area. The needs of these centres were so great yet they managed to assist and uplift many of the centres and practitioners and have made a positive contribution to the ECD context. They have strengthened relationships within the communities as well as with other NPO's and governmental bodies. In some aspects of the project they exceeded the targets that were set which shows the passion they have for their work.

Many organizations walk away from a project once it is completed and leave a void. CECD have tried to withdraw their support gradually so that many of the centres can learn to be more independent. This has not been an easy process and they continue to support many centres on an ongoing basis and bear the costs. They also support the ECD forums in the various areas and encourage the ECD centres to assist one another. (Kings Kids is one such centre who are reaching out to others and sharing their expertise.) Again this is a testimony to the dedication of

CECD and the commitment they have to improving the lives of ECD practitioners as well as the young children in their care.

Many aspects of the project were well executed – the management, HIV/AIDS and First Aid training; the support extended to centres in terms of registration and access to subsidies as well as the distribution of educational equipment. These contributed to the upliftment of many centres and made a significant positive impact on the lives of thousands of young children in many of the poorer areas of Cape Town.

The training component of the project did not meet the target set but cannot be fairly evaluated without remembering the context. There are systemic problems in South Africa and the training of the ECD practitioners was certainly negatively impacted by both the educational and socio-economic backgrounds of the learners. Further Education and Training colleges who are training learners for the EPWP ECD learnership are also experiencing difficulties with drop-outs and NYC assessments even though their learners receive a higher stipend and do more practical training. CECD should be commended on reaching a throughput rate which matches the ETDP SETA targets. The learners that have already been found competent and those who are awaiting verification have been well trained and will be able to enrich ECD practices. Twenty learners are already working in ECD classes and even those who dropped out, have learned something valuable at CECD.

Together, the Centre for Early Childhood Development and the Swiss-South African Cooperation Initiative have dropped a pebble in the ECD development pond whose positive ripples will be felt for many years to come.

Well done on achieving these results in trying circumstances!

APPENDIX A

Summarised list of the twenty (20) 2007 outreach centres

	<i>Name</i>	<i>Children</i>	<i>Staff members</i>	<i>Equipment Received</i>	<i>Number of Governing Body Members</i>	<i>Registered</i>	<i>Subsidised</i>	<i>NPO Registration</i>
1	Luxolo Educare	18	2	No	6	No	No	No
2	Takalani Educare	Closed		Yes				
3	Umzi Educare	57	4	Yes	7	Yes	Yes	Yes
4	Khanya Educare	40	3	Yes	6	No	No	Yes
5	Siseko Educare	40	4	Yes	5	In process	No	Yes
6	Simanye Educare	36	3	Yes	7	Yes	Yes	Yes
7	Nomonde Educare	134	7	Yes	8	Yes	Yes	Yes
8	Sinethemba Educare	76	4	Yes	6	Yes	Yes	Yes
9	Ulundi Educare	97	5	Yes	7	In process	No	No
10	Cosovo Educare	27	3	No	0	No	No	No
11	Khayaletu Educare	Closed		Yes				
12	Imizamo Yethu Educare	78	4	Yes	7	In process	No	Yes
13	Sobambisana Educare	69	5	No	5	In process	No	Yes
14	Qhama Educare	85	5	Yes	7	Yes	Yes	Yes
15	Nonzame Educare	110	7	Yes	8	In process	No	Yes
16	Yomemelani Day Care	7	1	Yes	7	No	No	Yes
17	Luntu Educare	83	5	Yes	8	In process	No	Yes
18	Masinedane Educare	95	6	Yes	10	Yes	Yes	Yes
19	Ubunye Educare Centre (Sunrise Educare 1 merged with Sunrise Educare 2)	64	8	Yes	9	Yes	No	In Process
	TOTAL	1116						

Summarised list of the twenty (20) 2008 outreach centres

	<i>Name</i>	<i>Children</i>	<i>Staff members</i>	<i>Equipment Received</i>	<i>Number of Governing Body Members</i>	<i>Registered</i>	<i>Subsidised</i>	<i>NPO Registration</i>
1	Noluthando Educare	75	5	Yes	5	Yes	Yes	Yes
2	Mzamomhle Creche	65	4	Yes	6	Yes	No	Yes
3	Noncedo Day Care	70	4	Yes	6	Yes	Yes	Yes
4	Little Diamonds Day Care	50	3	Yes	5	In process	No	In Process
5	Westbank Educare Centre	51	5	Yes	7	Yes	Yes	Yes
6	Mzamowethu Creche	101	5	Yes	8	Yes	No	In Process
7	Nceduluntu Educare	36	3	Yes	5	In process	No	In Process
8	Immanuel Day Care	35	4	Yes	7	In process	No	In Process
9	Ubuhle Babantwana Centre	119	8	Yes	9	Yes	No	In Process
10	Busy Tots Educare	51	5	Yes	7	Yes	Yes	Yes
11	Life Joy Educare	30	4	Yes	6	In process	No	In Process
12	Nozuko Educare	68	6	Yes	6	Yes	No	Yes
13	Uluntu Educare	60	5	Yes	4	In process	No	In Process
14	Nkcubeko Educare	230	8	Yes	6	Yes	No	Yes
15	Disney Land Educare	142	6	Yes	6	Yes	No	Yes
16	Sonia's Educare	28	3	Yes	6	In process	No	In Process
17	Kings Kids Educare	97	7	Yes	6	Yes	No	Yes
18	Tele Tubbies Pre-School	25	1	Yes	6	In process	No	In Process
19	Zamukhanyo Educare Centre	123	6	Yes	6	Yes	Yes	Yes
20	Jelly Tots Educare Centre	75	3	Yes	6	Yes	No	In Process
Total		1531						

APPENDIX B

EXTRACT OF INFORMATION FROM THE SAQA REGISTERED QUALIFICATION



All qualifications and unit standards registered on the National Qualifications Framework are public property. Thus the only payment that can be made for them is for service and reproduction. It is illegal to sell this material for profit. If the material is reproduced or quoted, the South African Qualifications Authority (SAQA) should be acknowledged as the source.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

REGISTERED QUALIFICATION:

Higher Certificate: Early Childhood Development

SAQA QUAL ID	QUALIFICATION TITLE		
23117	Higher Certificate: Early Childhood Development		
ORIGINATOR		REGISTERING/RECORDING PROVIDER	
SGB Early Childhood Development			
QUALIFICATION TYPE	FIELD	SUBFIELD	
National Higher Certificate	Field 05 - Education, Training and Development	Early Childhood Development	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUAL CLASS
Undefined	120	Level 5	Regular-Unit Stds Based

PURPOSE AND RATIONALE OF THE QUALIFICATION

The Higher Certificate is designed to :

1. Develop ECD ETD practitioners (e.g. home-based, centre- and school-based practitioners including Grade R, family and community ECD motivators, fieldworkers, facilitators, trainers and managers) to provide appropriate education, training and development services in the ECD sub-field.
2. Enable ECD ETD practitioners to use their knowledge of child growth and development from birth to nine years and relevant national policies to guide their professional practice in the ECD sub-field.

LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING

In order to achieve the exit outcomes of this qualification, learners need the following knowledge and skills equivalent to NQF Level 4:

- the ability to read, write and use written resource material for learning and teaching in at least two South African languages;
- the ability to understand fundamental mathematical/numeracy concepts;

QUALIFICATION RULES

Rules of Combination:

The Fundamental Component consists of Unit Standards to the value of 15 credits all of which are compulsory.

The Core Component consists of Unit Standards to the value of 72 credits all of which are compulsory.

The Elective Component consists of Unit Standards which learners are to choose to the minimum of 33 credits.

EXIT LEVEL OUTCOMES

Exit Level Outcomes:

1. Mediate active learning in an integrated and holistic learning programme.
2. Facilitate learning and development of children with barriers to learning and other special needs, including those coping with abuse and violence, within an inclusive anti-bias approach.
3. Promote the safety and healthy development of each child.
4. Work with colleagues, families and community systems to develop each child`s potential as fully as possible.
5. Manage a well-planned and organised learning programme to meet the needs of individual children within the framework of the national school curriculum (where appropriate).
6. Select and use appropriate methods and procedures for assessing children`s progress and reporting on this to parents.
7. Promote the development of high quality ECD programmes and services.

Critical Outcomes:

1. Identify and solve varied and unforeseen of problems showing that responsible decisions using critical and creative thinking have been made in managing the learning programme.
2. Work effectively with others as a member of a teaching team, an organisation and the community in advocating early childhood development showing initiative and leadership when needed.
3. Organise oneself and one`s activities responsibly to manage an effective learning programme that meets the diverse needs and interests of individual children.
4. Collect, analyse, organise and critically evaluate information relating to the community and to individual children`s needs and progress in the ECD programme.
5. Communicate with children and adults using a variety of media creatively and effectively.
6. Use technology effectively and critically in managing the learning programme, showing responsibility towards the environment and the health of others.
7. Demonstrate a critical understanding of the holistic and integrated nature of child development and the interaction of various social, economic and environmental systems in creating and solving problems related to providing high quality ECD services.

Developmental outcomes:

1. Reflect critically on one`s own learning strategies and those used by young children.
2. Participate as a responsible citizen in the life of the local community by actively promoting the learning and development of its young children in co-operation with families and by advocating children`s rights to quality learning opportunities.
3. Be culturally and aesthetically sensitive across a range of social contexts by and critically implementing anti-bias and culture-fair attitudes, values and practices that also involve creative art, music and dramatic play activities.
4. Explore education and career opportunities in the ECD sub-field and related sectors through opportunities for role specialisation.
5. Develop entrepreneurial skills in setting up and managing a well-run ECD service to meet identified needs in the community.

INTERNATIONAL COMPARABILITY

The Level 5 ECD qualification is comparable with the following qualification:

- Level 3 NCVQ/SCVQ in Child Care and Education qualifications in the UK.

Detailed outcomes-based standards are available permitting direct comparison.

UNIT STANDARDS:

	ID	UNIT STANDARD TITLE	NQF LEVEL	CREDITS
Core	13855	Develop and manage the ECD learning programme	Level 5	24
Core	13853	Mediate active learning in ECD programmes	Level 5	36
Core	13854	Promote healthy development in ECD programmes	Level 5	12
Fundamental	8647	Apply workplace communication skills	Level 5	10
Fundamental	13925	Present information in a public setting	Level 5	5
Elective	115753	Conduct outcomes-based assessment	Level 5	15
Elective	15096	Demonstrate an understanding of stress in order to apply strategies to achieve optimal stress levels in personal and work situations	Level 5	5
Elective	10289	Facilitate a programme of learning	Level 5	24
Elective	7408	Facilitating a Life Skills Learning Programme in the Reception Year	Level 5	12
Elective	7409	Facilitating a Literacy Learning Programme in the Reception Year	Level 5	12
Elective	7410	Facilitating a Numeracy Learning Programme in the Reception Year	Level 5	12
Elective	9935	Manage a learnership/learning programme	Level 5	12
Elective	7407	Manage a Medium-scale ECD Service	Level 5	18
Elective	10288	Organise a programme of learning	Level 5	8
Elective	7978	Plan and conduct assessment of learning outcomes	Level 5	15
Elective	10295	Promote lifelong learning and development	Level 5	8

All qualifications and unit standards registered on the National Qualifications Framework are public property. Thus the only payment that can be made for them is for service and reproduction. It is illegal to sell this material for profit. If the material is reproduced or quoted, the South African Qualifications Authority (SAQA) should be acknowledged as the source.

Note: The highlighted Unit Standards indicate those chosen for the CECD programme

APPENDIX C

CECD Learner Selection Processes

2007 (Group 1)

An orientation session was held to explain the course and candidates were chosen by an interview process with the training manager at the time. The candidates then started the training course.

2008 (Group 2)

As a result absenteeism and drop out rate in 2007. Our interview processes were more strict and formalised. We had individual interviews with students explaining the course and what was expected of them. The best suited were then invited for a second interview where the following questions were asked:

Where did you hear about the course being Offered?	
What motivated you to apply?	
What are your expectations of the course?	
What are your experiences with young children?	
What are your hobbies?	
What are your time management skills like? Are you able to meet deadlines?	
There will be many assignments to do! Are you prepared to work really hard?	
How do you handle conflict?	
What are your weaknesses? What are you not so good at?	
Where do you see yourself in three years time?	
Do you have any questions or comments on the course?	

Following the outcome of this interview process we chose the best suited participants to be part of the SSACI programme. These students were invited to a group orientation session accompanied by parents.

APPENDIX D

Group 1 2007

Summative

Key: C =
Competent
NYC = Not yet competent

	Surname	Name	ID Number	Fundamentals	DMLP	MAL	PHD	Elective	Employed	Where	Salary
1	Dingane	Nomxolisi	8103260644087	C	NYC	NYC	C	NYC	No		
2	Dlelembe	Lindelwa	8303020385084	C	C	C	C	c	Yes	Linge Primary	R 3,500
3	Dumaphi	Nosiphiwo	8503310463083	C	C	C	C	c	Yes	Xolani Primary	
4	Gigi	Noluyolo	8808260905086	C	NYC	NYC	NYC	NYC	No		
5	Johnson	Wendy	8401071108080	C	C	NYC	C	NYC	Yes	Napier Primary	R 3,500
6	Jonas	Nyameka	7307070773082	C	C	C	C	C	Yes	Ruth First Educare	R 2,500
7	Joseph	Jochera	7606190228087	C	NYC	NYC	NYC	NYC	Yes	Mustadafien Delft	
8	Julies	Suraya	8609141224089	C	NYC	NYC	NYC	NYC	No		
9	Khabakophe	Nosiphiwo	8601190456084	C	C	C	C	C	No		
10	Konwayo	Babalwa	8610110824081	C	C	NYC	C	NYC	Yes	Pick and Pay	R 2,400
11	Koti	Lusanda	8501180723081	C	NYC	NYC	NYC	NYC	No		
12	Mahonga	Thando	7602085685085	C	NYC	NYC	NYC	NYC	No		
13	Mgoqi	Nontobeko	7610261534084	C	C	C	C	C	Yes	Harfield E.L.C	R 2,500
14	Mgoqi	Nokulunga	8008200773088	C	C	C	C	C	Yes	Uvuyoletu Delft	
15	Mndini	Phindiwe	8707270206081	C	NYC	NYC	C	NYC	No		
16	Mtshayi	Noncedo	8308300890083	C	C	C	C	C	Yes	Harfield E.L.C	R 2,500
17	Mtsishe	Zukelwa	8203040895080	C	NYC	NYC	NYC	NYC	No		
18	Myeki	Nosisa	8309191233086	C	C	NYC	C	NYC	Yes	Primary school	
19	Nethi	Nontombizake	7612220618081	C	C	C	C	C	Yes	Kuils rivier	
20	Nogwebela	Nomathemba	7010110627082	C	C	C	C	C	Yes	Liws Primary	R 4,500
21	Ntlangweni	Phumza	7609120885083	C	C	C	C	C	Yes	Primary school	R 3,500
22	Qege	Nonyameko	7610090836080	C	C	C	C	C	Yes	Primary school	R 2,500
23	Rangana	Nontsikelelo	7404210804081	C	NYC	NYC	NYC	NYC	Yes	own daycare	R1500 - 2000
24	Sonamzi	Nwabisa	7704180507089	C	C	C	C	C	Yes	Primary school	R 2,500
25	Tafeni	Constance	7606100666087	C	C	C	C	C	Yes	Primary school	R 3,000
26	Tyika	Ndileka	6802121347085	C	NYC	NYC	NYC	NYC	Yes	Primary school	R 2,000
27	Veldtman	Ndileka	7610260919088	C	C	C	C	C	Yes	John Phama	R 3,000
28	Veldtman	Zingiswa	8202261047082	C	C	C	C	C	Yes	Kuils Rivier	R 4,500
29	Zide	Nonelwa	8312050896084	C	NYC	NYC	NYC	NYC			

Group 2 2008

Key: C = Competent NYC = Not yet competent

grey shading indicates students who dropped out early

blue shading indicates students who may yet complete the portfolios

yellow shading indicates students who did not hand in all portfolios for assessment

	Surname	Name	ID Number	Training	Employed to date	Where	Approximate Salary
1	Abrahams	Alicia	8612170072080	C + NYC			
2	Abrahams	Nadia	8604020188083	C + NYC			
3	Abrahams	Kim	8812200244085	C + NA	retail		
4	Appollis	Danielle	8508050788086	C + N.A			
5	Arendse	Ro-Anne	8409150182082	C + N.A			
6	Barnard	Monique Lee-Ann	8706270134087	PENDING + C	Yes	Little Light house	R 1,800
7	Booyesen	Simone Candice	8708070147087	PENDING + C	Yes		
8	Brukman	Terri	8708160137089	C + C		Chameleon Centre	R 2,500
9	Burns	Claudia	8902100149086	NOT ATTENDED			
10	Carolus	Megan	8903020217086	NOT ATTENDED	Yes	Call Centre	R 4,500
11	Davids	Danielle	8706030012080	C + C			
12	Fortune	Nicolette	8604270139083	C + N.A			
13	Hendricks	Lucille	8905150106088	C + C			
14	Henry	Nolene	8802220240080	C + N.A			
15	Jagger	Jill	8406170196084	C + N.A			
16	Jeftha	Bianca	8611230137081	C + C	Yes	Retail Store	
17	Johannes	Justine	8805010088080	N.A			
18	Jumat	Crezelde	8401130187083	C + N.A			
19	Le Breton	Monique	8901190097080	C + N.A			
20	Le Roux	Karen	8906070023080	C + C			
21	Links	Haley	8211220147081	C + N.A			
22	Madatt	Aasiyah	8502230287085	C + C			
23	Maqutyana	Babalwa	8201140359080	NOT ATTENDED			
24	Mbo	Nwabisa	8410110481085	NYC + N.A			
26	Mettler	Nicolene	8408050081089	C + C	pick + pay		

27	Mhlebi	Nandipha	8212040925086	C + N.A			
28	Olivier	Natali	8803230168089	C + C	Retail		R 2,000
29	Sasman	Tarryn-Leigh	8709290229085	C + C			
30	September	Chinei	8307300207082	PENDING + C			
31	Van der Heever	Erica	8904180552080	C + C			
32	Wagner	Tara	8810150207086	C + C			

APPENDIX E

1. Governing Body Training content

The Roles and Responsibilities of Governing Body Members

What is a governing body?

- How does one become a member of the governing body?
- What skills do you bring to the governing body and ECD centres?
- How should a governing body operate?
- What does a governing body do?
- The roles of governing body members.
- What will make your governing body work well?

The participants were encouraged to elect parents who would be beneficial to the management of the ECD facility. Newly elected Governing Body members need to be trained to perform their duties efficiently.

The ECD centre's governing body members required training and assistance in the following areas:

1. Roles and Responsibilities of Governing Body members
2. Developing a Vision and Mission
3. The Constitution
4. Registration as a Non Profit Organisation
5. Financial Management
6. Human Resource Management
7. Fundraising
8. Property Management
9. Effective Leadership

Developing a Vision and Mission for the ECD Centre

This session focused on understanding and developing a vision and mission for the facility. In groups, participants discussed these aspects and agreed to the following as their vision:

When reflecting on their mission statement the participants realised that their mission needs to be supported and adhered to by their Governing Body members, staff and the children. The participants were encouraged to laminate their mission statement and display it on their walls so that it creates an awareness of the mission and the vision in the community.

The Constitution

The session introduced participants to the importance of a constitution and focused on what a constitution is, why an ECD Centre needs a constitution and the critical aspects and elements of a constitution.

Governing Bodies were asked to review their own constitutions against the vision and mission statements, whether all clauses in the constitution were included according to the structured outline provided and whether the constitution met the requirements for NPO registration.

Governing Bodies realised the following:

- Their constitutions were not in line with the vision and mission statements of the ECD Centres, pertaining to their NPO registration.
- Not all the necessary clauses were included in their constitutions.
- Certain clauses in their constitution needed to be amended.

The Governing Bodies agreed to the following plan of action regarding amendments to their constitutions:

- To call a meeting to discuss amendments to their constitutions,
- To amend the constitution they will have to follow the particular processes explained in the amendment clauses of their constitutions,
- Once changes are agreed upon they were encouraged to inform community stakeholders and call a special meeting (or at their AGM) to propose amendments to their constitution,
- Amended constitutions will be signed by Governing Body members and will be sent to the relevant authorities including the National NPO Directorate, Department of Social Development, etc.

Financial Management

The session dealt with the importance of managing the finances of the ECD centres and focused on the following:

- What is financial management?
- How to open a bank account for the ECD centre.
- The financial activities of an ECD Centre.
- Some concepts in financial management.
- Financial control at the ECD Centre.
- Developing financial policies for the ECD Centre.
- Financial planning: how to prepare a budget read and interpret a budget and summarize a budget for the ECD Centre.
- How to prepare a tool for monitoring the ECD Centre's income and expenditure.
- How to create a monthly cash flow.

Many participants realised that they were not budgeting and using their cash flow to run the ECD service. The treasures were advised to create a cash flow by depositing some of the money into a separate bank account to be use when there is an emergency.

Fundraising

The session focused on planning a fundraising event and looked at ideas for raising funds at community level and from development funders.

Governing Bodies in their different groups had to develop plans for a fundraising event to raise funds for their centres. At the end of the session the participants discussed the difficulties experienced when planning a fundraising event, as some community members tend to vandalise the premises.

Raising money from funders and covered the following:

- How to network with donors
- Some tips for writing a funding proposal.
- The format for a funding proposal including a covering letter.
- How to respond to the regret letter when funding is denied.

Human Resource Management (Managing The Staff)

The session focused on the following:

- The important elements of a job description.
- Personnel recruitment criteria
- The staff employment contract.
- The key elements of the Basic Conditions of Employment Act.
- Grievance procedures.
- Appropriate level of disciplinary procedures which need to be enforced when the staff members contravene the rules and regulations of the ECD centre.
- Strategies on effective staff recruitment.
- Unemployment Insurance Fund.

The participants reflected on the existing staff employment contract and added the clause pertaining to extended study leave to prevent their staff members from leaving their employment once being trained as a qualified ECD educator. The employee would need to implement what she/ he were taught for the duration of the course that he/she attended.

Property Management

This session focused on the following:

- The importance of taking care of the building and its contents.
- Legal and contractual obligations relating to the Educare facility.
- The Lease Agreement
- Land use certificates, and how to obtain the relevant documentation necessary for rezoning, as per the relevant authorities requirements.

Important conditions as outlined in the lease agreement were discussed such as maintenance, use of the premises, liabilities, insurance, centre responsibilities, security and safety and renewal of lease.

Leadership

The session focussed on the following:

- Leadership styles
- Developing leadership skills
- Developing your leadership maintenance
- Tips on effective leadership techniques

This session broaden the participant's knowledge on the different leadership styles. How leadership skills should be utilised to bring about the best when handling challenging situations. The participants realised the different qualities they possessed and what should be done to either improve or positively impact the way they manage their employees.

2. HIV/Aids Training course content

The objectives of the HIV/Aids training were:

- To raise awareness about the pandemic;
- To provide ECD practitioners, parents, family members and community members with information which will assist them in combating the spread of the pandemic;
- To facilitate discussions on the issue of prevention and treatment.

Programme activities included:

- Recruitment of ECD practitioners, parents, family members and community members;
- Planning and conducting of training for participants;
- Support visits to ECD practitioners to monitor and evaluate the effectiveness and impact of the HIV/Aids policy in the ECD Centres.

Each block of training covered the following topics:

- The HIV/Aids epidemic;
- HIV/Aids myths;
- What is HIV/Aids?
- Universal precautions in ECD centres and at home;
- Teaching universal precautions to children in ECD centres;
- Care and management of children with HIV/Aids;
- Death and Dying;
- HIV/Aids care facilities and options;
- Resources in the community;
- Drafting an HIV/Aids policy for your ECD centre

3. First Aid Training content

The First Aid training was conducted for CECD, by the Red Cross Society. Candidates were taught the basics of first aid. The course content included the following:

- Unconsciousness
- One person CPR
- Resuscitation
- Wounds
- Burns and shock
- Fractures and sprains
- Snake and animal bites
- Action in emergency and transport.

APPENDIX F

EQUIPMENT PLACED IN SSACI PROJECT ECD CENTRES

<p>Felt pen jumbo jumbo markers Supermarket Trolley Balls Blocks (108 pce in blocks) Dressing table Easel (combi double sided small) (590 x 490) Hammering bench Ironing board and iron Stove Tidy Trolley (600 x 900 x 600) on castors Kiddies Playbed with headboard (840x490) Wheelbarrow Broom sets Abacus (small) Dizzy disc holders Books - Abantwana Ababini Books - Does your father snore Books - Ipikniki Books - Lizo's song Books - Hic Hic Hiccups! Dolls Farm animals Playdough (5kg School Pack, red, yellow, blue, orange, red) Lacing puzzle shoes Paint brushes (short stubby) Glue (5L) (school cold glue) Powder paint (4 kg green, blue, red, yellow) Wax crayon C9's assorted Construction set (wooden) Glue stick Chalk (multi colours) (100 pce per box) Bedtime stories (books) Laminated books 1 Posters Educat (numbers, shapes) Fun with Shapes and Colours Spade & Rake set (large) Musical toys - Guiro (boxed) Musical toys - clatterpillar Musical toys - castenet on handle Musical toys - cabasa (boxed) Shakers (snail in bag) Figure Fun Pots and pan set Sand and water wheel Sand sieve Shape sorter bucket Skipping rope Tricky fingers Sand scoops</p>	<p>Smart, Small to big Smart, How's it different Smart, 4 step sequencing Farm knob puzzle Match the halves Memory game-on the beach Puzz 15 piece emotion Puzzles - My Body 24pce Puzzles (wooden 8 pcs) Field friends & elephant love Transport knob puzzle Build-a-pattern pegboard Paint potholder + paint pots (plastic) Beads in a bag - 100 Brainy blocks Brmmm-brmmm Cookie cutters (set of 6) Rolling pins Sand Moulds (variety in net) Scissors (blunt nose) Stencils Trowel Doughboard Bean bags Construction set box Dizzy discs (bag of 400) Basic Blocks (1 kg) Flexo Construction case Funnel (set of 4) Hoola Hoops (small) Milk, sugar & marmalade Buckets</p>
--	---



