REPORT FOR

THE SWISS SOUTH AFRICAN CO-OPERATION INITIATIVE

ON THE

CENTRE FOR EARLY CHILDHOOD DEVELOPMENT ECD PROJECT

August 2004

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ACRONYMS USED IN THIS REPORT

CECD	Centre for Early Childhood Development
DOE	Department of Education
ECD	Early Childhood Development
ETDP SETA	Education and Training Development Practices – Sector Education and Training Authority
FET	Further Education and Training
SSACI	Swiss South African Co-operation Initiative
SGB	Standards Generating Body
NQF	National Qualifications Framework
NRCS	New Revised Curriculum Statement
OBE	Outcomes Based Education
RPL	Recognition of Prior Learning
WCED	Western Cape Education Department

EXECUTIVE SUMMARY

This report is a summative evaluation of the project funded by SSACI and implemented by CECD from January 2003 until November 2004.

The objective of the project was develop the skills of 30 young people in an approved NQF Level 5 Early Childhood Development practitioner training programme and to place the young people while training in a work environment thereby providing an opportunity to learn on the job. It also aimed to enable the 30 young people to be placed in a job or create their own job opportunities and provide them with post training support, mentoring and guidance.

A secondary objective of the project was to add value to the pilot learnership by providing an additional cohort of trainees who are distinct from the main cohort of trainees and therefore offer an opportunity to evaluate the suitability and effectiveness of the learnership for this population.

Initially the project aimed to provide the learners with a Level 4 ECD Certificate however a decision was made in July 2003 to upgrade the original qualification from Level 4 to Level 5. The training was provided full time until February 2004 and then changed to part time, to enable students to accept employment they had been offered.

The methodology designed for the evaluation aimed to gain as much information as possible on the project in relation to the ECD field. The following were included in the evaluation document perusal, evaluation of students' work and assignments, appraisal of course material, reviewing student portfolios, interviewing trainers, students, principals at ECD Centres, the ETDP Seta ECD Learnership co-ordinator, the WCED ECD planner and the FET College trainers, observing training and practical teaching.

All aspects of the project were explored and taken into account. A study of the implementation of the project by CECD was carried out. Observations were made on the achievements of the programme and its impact. Recommendations for further implementation of the project are included.

Vignettes from students, lecturers and principals of host ECD Centre are included.

The appendices include information gained throughout the project.

SECTION ONE - INTRODUCTION

1.1 Background of the project

In November 2002 CECD submitted a final proposal to SSACI requesting funds to develop the human resource capacity of 30 unemployed youths, by training them as ECD educators, so that they could obtain employment or create their own job opportunities.

The project started in January 2003 and the initial objectives were to:

- develop the skills of 30 young people in an approved NQF Level 4 Early Childhood

Development practitioner training programme;
- to place the young people while training in a work environment to learn on the job;
- enable the 30 young people to be placed in a job or create their own job opportunities;
- Provide the 30 young people with post training support, mentoring and guidance.

Based on the performance of the students, a decision was made in July 2003 to upgrade the original qualification from Level 4 to Level 5.

Training was provided full time until February 2004 and then changed to part time. This change was made to enable students to accept employment they had been offered.

A further objective of the project is:

- To add value to the pilot learnership by providing the abovementioned cohort of trainees (comprising unemployed youths with a matric certificate but little or no previous experience of ECD practice) who are distinct from the main cohort of trainees (comprising somewhat older, in-service ECD practitioners) and therefore offer an opportunity to evaluate the suitability and effectiveness of the learnership for this population.

Training should be completed in September 2004 and the students awarded the in National Higher Certificate in Early Childhood Development in October or November 2004.

1.2 Background to the evaluation

SSACI requested a summative evaluation largely for the purpose of accountability, but which may produce information that could serve a future developmental purpose, e.g. improvements to project design, planning, curriculum & training delivery.

SSACI sees as the most likely purposes to which the evaluation will be put as:

- to inform a decision by CECD on whether and to what extent this project should be replicated or followed-on in any way
- to inform a decision by SSACI on whether to fund a second or follow-on phase of the project
- to inform decisions by DOE and/or ETDP SETA regarding the development of their training programmes/ learnerships for new ETDP practitioners
- to support future proposals by CECD to other potential funders
- to improve the quality of planning and implementation of similar projects in future.

1.3 The brief for the evaluation

The evaluation attempts to answer to answer four key questions namely

- Did the implementers (CECD) do what they said they were going to?
- Did they do it well?
- Have those inputs led to the desired outputs?
- What can (a) SSACI, (b) CECD and (c) DOE / ETDP-SETA learn from this experience?

The evaluation started at the end of June 2004 and was completed at the end of August 2004. Throughout the evaluation, the trainer Colleen Firmani was informed of the process and Eric Atmore, Director of the CECD, was consulted when needed.

1.4 Methodology of the evaluation

A time frame was drawn up within which to conduct the evaluation. Included in the time frame were:

- document perusal,
- evaluation of students' work and assignments,
- appraisal of course material,
- studying student portfolios,
- interviewing trainers, students, principals at ECD Centres, Seta ECD Learnership co-ordinator, WCED ECD planner and FET College trainers,
- observing training and practical teaching.

A copy of the final time frame is attached in Appendix 1

In order to gain an understanding of the project, documents pertaining to the project needed to be studied. On the 30th June 2004, the original and amended proposals, the project Agreement, the first report and the second report were collected from CECD. These documents gave an overview of the project.

On the 14th July 2004, brochures, list of trainees, attendance register, payment dates and amounts, student marks, student profiles, employed students were collected from CECD. Studying these documents provided an overview of the students, their attendance and progression.

A list of students' material needing to be evaluated was compiled and discussed with the trainer and the students' brought this work into CECD on the 2nd August 2004. (See Appendix 10 for students work evaluated).

Once an overview of the project had been acquired, various interview and observation instruments were developed. Interview schedules were geared to invite open discussion and were developed to interview the ECD trainer, the fundamentals trainers, tutor teachers/principals, students, the ETDP SETA ECD Learnership Co-ordinator, the WCED planner for ECD and an FET College involved in ECD training and learnerships. (See Appendices 3, 4, 5,7,8,9 and 10). The instruments were developed to try and gain as much information as possible about the project.

ECD Site visits were scheduled at ten ECD Centres to observe 16 students and each ECD Centres was sent a letter about the visit (see Appendix 6). Altogether seven ECD Centres were visited as three students were ill on the day of the visit scheduled to the ECD Centre they were doing their practical teaching at. The type of ECD service they offered covered a range of ECD provision – three are full day care centres run as businesses, two are training pre-schools, one is a community based ECD site for the staff at the University of Cape Town and one is a community based but privately owned ECD Centre. Four of the ECD Centres visited employ the students. Three employ students as teachers and one employs a student as a teacher's aide, a fifth ECD Centre recommended the students as "au pairs" to the staff at the University of Cape Town. A matrix was used to evaluate a total of ten students' practical teaching. (see Appendix 11).

SECTION TWO - FINDINGS

2.1 Did the implementers do what they said they were going to do

2.1.1 Recruitment

The recruitment process was fairly done, in that the course was advertised in three local newspapers and on several local radio stations. The entrance criteria for the course were that the applicants were in the age group of sixteen to twenty six years, with a Grade 12 qualification and comfortable with English as a medium of instruction.

The response was overwhelming as four hundred and eighty applications were submitted. All the applications were sifted and applicants who did not meet the criteria were excluded.

One hundred and eighty applicants met the criteria and were invited to a ten minute interview with one ECD trainer and one of their references was contacted telephonically. Thirty six students were selected and enrolled in the course.

2.1.2 Establish Practical Sites

ECD Centres which had hosted students previously were approached and a mail drop was made to 500 more sites outlining the project and enquiring whether they could host students. Criteria sought were an educator with the equivalent of a NQF Level 5 qualification and knowledge of OBE. A database was compiled of possible sites and host sites were chosen, taking into account their accessibility to the students. Host site principals were invited to an information session which outlined the NQF and an introduction to CECD. Expectations of host schools and practical teaching requirements from the students were outlined.

2.1.3 Training Programme

The training began on 7th April 2003 and two blocks of classes were held from 7th April until 30th April 2003 and the 19th May until 6th June 2003 during which the core unit standard Facilitating Active Learning at Level 4 was completed. The registers for these dates show regular attendance. Training then took place from the 21st July to the 15th August 2003 and covered the core unit standards Facilitating Healthy Development.

Managing the Learning Programme was covered during the weeks of 18th -22 August 2003 and 6th to 10th of September 2003. The registers show regular attendance at these classes.

From the 27th until 31st October 2003 the elective "Building a Portfolio" was covered.

From the 16th February until 12th March 2004 the core unit standard Developing and Managing the Learning Programme was completed.

At this point the programme was then changed to part time and the students attended lectures twice a week from 15th March 2004. The unit standards for the electives – Life Skills, Numeracy and Literacy were covered from the 17th May until the 28th July 2004.   From the 2nd August until 22nd September 2004, the core unit standards will be completed.

In between there were blocks of lectures for the fundamentals. Communication lectures were held on the 8th to 9th March 2004, 3rd to 7th May 2004 and 31st May to 4th June 2004. Numeracy fundamentals were held from the 12th to 16th July 2004, 10th to 13th July 2004 and are being completed in the week of the 30th August to the 3rd September 2004.

Five practical teaching blocks were done by the students during the course – from the 5th to 11th May 2003, the 9th to 27th June 2003, 25th August to 19th September 2003, 3rd to 21st November 2003 and 16th to 23rd August 2004. The fifth block was the students' final teaching block and has actually been staggered until the end of September 2004 to facilitate the assessment process of the students.

2.1.4 Outsourcing to other Lecturers:

Two Lecturers from Cape College covered the Fundamentals. Melody Marescia covered Communication and Werda Smith covered Mathematical Literacy. These were presented at CECD.

2.1.5 Work related life skills

Ten days work related life skills are planned during the course and so far the students have covered five days of this extra component. A first aid course aimed at First Aid in the years - birth to six years was presented by the Medical Education Centre and the students covered the cost of this course themselves. Also covered were applying for a position (letters of application, CV's) interview techniques and tips, basic employment conditions and professional behaviour.

Trainers from ELRU presented the elective on "Building a Portfolio".

2.1.6 On site assessment and monitoring visits

On-site monitoring visits were conducted by Colleen Firmani and Tracy Middlebrook in 2003 and Colleen Firmani in 2004. Both are competent assessors and assessed the students' practical teaching.

2.1.7 Students who are employed

A total of sixteen students (54%) have been employed since the course became part time, fourteen work with children and two do not. A breakdown of the types of employment is as follows:

- Seven students have been employed as teachers at ECD Centres. Three as teachers of the two to three year old age group and three as teachers of the four to five year age group. One student was employed as a teacher in a Grade R Class at a Primary school, but resigned from this job for personal reasons.
- Five students have been employed as teacher assistants at ECD Centres.
- One student has been employed as an au pair.
- One student has been employed as a facilitator to a Down's Syndrome child.
- Two students have been employed but not in the ECD field one with Telkom and another with an IT company. However it is probable that these students would not have been offered these employment opportunities if the had not been students at CECD.

Ten of the students who are employed at ECD Centres are attending classes and are in continuous contact with their lecturer, who offers them guidance and assistance with regards to their working

responsibilities. Four of the employed students will only be receiving a Level 4 Certificate as their employers will not give them time off to attend training.

2.1.8 Payment of the stipend to the students

The students were each paid a monthly stipend of R200 to cover their travelling cost. Payment schedules were kept by CECD and audited as part of the 2003/04 audit.

2.2 Achievement of programme objectives -Did they do it well

2.2.1 Reaction of Practical ECD Centres

One way of measuring the quality of a training programme is by determining the reaction in the field to the students' practical implementation of their theoretical knowledge. When the principals of the practical ECD Centres were asked if they would make a comparison of CECD's students to students from other training institutions the comments were positive. Extracts from these comments indicate that CECD's students are viewed as 'organised, communicative, well informed, diligent, using their initiative, understanding the correct stimulation and responses for the children and show a growing understanding of planning, preparation and children's development."(Further comments are in Appendix 7, No 6).

2.2.2 Course Materials and Presentation

An appraisal of the course material, trainer's and students' files showed that the lectures have covered an extensive amount of information pertaining to the core unit standards. The specific outcomes and assessment criteria for the Level 4 ECD Certificate have been covered and the lecturer is at present continuing to upgrade the course material to Level 5 Certificate standard. This was noted when observing lectures as the material covered in these lectures was about different educational theories and different educational philosophies such as Waldorf and Montessori.   (See Appendix 3, No 5 for a breakdown of what was covered in the Curriculum).

Initially some of the students found the lectures challenging with comment such as: - "found it difficult at first now finding it easier", and "lot of work and reading". None of the students found the lectures inappropriate or boring – "Interesting", "Learnt a lot",' "This is the basis of ECD". One student who has come to grips with the course materials is now "tutoring a student from another college". (See Appendix 5.)

The three electives Introducing Life Skills, Numeracy and Literacy for Grade R are being put into practice during the students' final practical teaching. This has proved a challenge for the students' which is shown in their comments such as "hard and confusing", "we should have done it at the beginning of the course", "and the school I am at is not on board'. Many ECD Centres think they are implementing the Revised National Curriculum Statement (RNCS) in terms of planning and administration, but did not show any evidence of this (See appendix 7, No 5). Once practical training is complete Colleen Firmani will have assessed the students' implementation of these electives and be able to determine if any gaps in their knowledge need to be filled. It is also important that the students know how to plan a year-long learning programme showing integration within and between the learning areas. The RNCS is written from Grade R upwards therefore there is no set curriculum for the 0 -5 age group. The students should be able to match the developmental norms of young children to curriculum requirements in terms of teaching objectives.

There was a variety of assessment tasks throughout the course ranging from written tests and assignments to making charts, posters and games. However the majority of the students need to

be encouraged to move away from their frame of reference when making practical teaching materials and use their creativity. For instance, this could translate into - no cartoon characters in charts used in the classroom.

The students compiled anthologies of rhymes, songs, verses and prayers which are a very practical teaching resource; however they may need to extend these to meet the assessment criteria for Level 5.

If students are not employed at an ECD Centre on a full time basis some of the Unit Standards can only be presented in theory, and with examples practiced theoretically. For instance, students may not have access to children's confidential files and the ECD Centre's administration files. It is also hard to form working partnerships with the parents and a community when you are a student at the ECD Centre for a few weeks.

The course also covered some elements which are not included in the Unit Standards such as making resources and first aid.

The CECD trainer presented the lectures in an interactive manner using a variety of training techniques, such as encouraging the students to draw on past knowledge, large and small group discussion and watching videos. The students' comments on the lectures indicate approval of the way Colleen and Tracy conducted their lectures (see Appendix 5 no 4.)

The students feel they have learnt a lot during the course as seen in their comments "I have more of an understanding of child rearing – e.g.: no more coke" "I didn't know what teaching small children was all about and how important all the small things are".

The students related to both of the fundamental trainers training methodologies and the best turnaround seems to have been their attitudes towards these unit standards. (See Appendix 5) Both trainers have had positive comments about the students and feel they will achieve competency in the unit standards for the fundamentals. (See Appendix 4)

The students realised the importance of "Developing their Portfolios" but found it hard to relate to the ELRU trainers presentation methods. (See Appendix 5).

2.2.3 Upgrading from Level 4 ECD Certificate to Level 5 ECD Certificate

The upgrading of the course from Level 4 to Level 5 was welcomed by the students in spite of the increased workload. There are comments in Appendix 6 on this. However the upgrading had an impact on course development and delivery for the trainer. The ECD level 5 course materials are developed in draft format and still need to be developed into a trainer's manual aligned to the format of CECD's other training manuals. This will include showing the links between the course materials, assignments and practical teaching with the specific outcomes and assessment criteria for the Level 5 Certificate. For a course such as this integrated assessment is a vital component of streamlining the assessment process.

2.2.4 Practical teaching component

Students learnt theory, sometimes practiced it as well in the classroom situation and then applied it in their practical demonstration teaching.

To assist the students with planning for the practical teaching, CECD set up a resource room and library which gives them access to resources specific to Early Childhood Development. The

students were able to access the resources they required from the resource room, their local libraries, and a resource list compiled by the students and sharing of resources amongst themselves. The students would like permanent access to the internet. (Appendix 5)

2.2.4.1 <u>Practical Files</u>

The students had to plan their practical demonstration lessons in a practical file. These files show progression from the first to the final practical teaching blocks. However some of the students seem confused between the specific outcomes for their course and the learning outcomes for the children. They are also unsure how to plan and integrate within and between learning areas in the planning of their practical work. However this is an aspect that even experienced teachers find difficult – but it is a confusion that needs to be cleared before the course finishes. It is also imperative that practical schools are fully on board with the latest RNCS terminology so that they are in a position to guide the students with this.

2.2.4.2 <u>Expectations for final practical teaching</u>

The expectations for the final practical teaching block were high and three of the practical teaching schools felt the requirements were too much in such a short space of time. One of the ECD Centres suggested that the students should not be expected to attend lectures in the afternoons when doing practical teaching as preparation and evaluation time is cut short. Another ECD Centre suggested extending the students practical teaching block. Some of the ECD Centres the students are employed at do not have the resources for them to show evidence of competency for their final teaching practice and assessment. These students had to be moved out of their ECD Centres to other host ECD Centres for their final teaching practice.

Two of the practical ECD Centres planned student schedules in advance to ensure the students would complete the requirements of their practical teaching.

2.2.4.3 <u>Assessment of Practical teaching by Tutor Teachers</u>

In terms of assessing the students, the ECD Centre completes a written confidential report for each student. The principals or tutor teachers felt that the report covered all areas of progress, but two ECD Centres suggested changing the format to a grid or rubric system with space for comments. Two of the ECD Centres were unsure of the assessment criteria.

When observing the students at their practical ECD Centres I used a matrix type grid. (See Appendix 11). This is a time effective way to record, evaluate or assess. A rubric would describe the competencies in more depth and each block would have the assessment criteria written into them.

The tutor teachers' comment on areas for improvement should be taken into consideration as one suggested the student uses music throughout the day and not only at music time. Two suggested more background knowledge – one in terms of general ECD knowledge and the other in behaviour management – however this indicates that the principals may not be fully au fait with the assessment criteria of the ECD Certificate and be expecting them to be functioning at the Diploma Level.

In terms of mentoring students, the tutor teachers do have to do input, most of them regard this as part and parcel of the hosting of students whereas one ECD Centre though they should receive payment for this. Another tutor/employer found that the employed students found it hard to make the switch from student to employee. Another student was in a classroom with a qualified teacher

without an ECD qualification and this could pose a problem if the teacher pitches her daily programme at a primary school level instead of an ECD level.

The students reactions to their practical teaching were varied some enjoyed this element of the course whereas others found it hard. One aspect to consider is the cultural and social class adjustments some of the students have had to make. Students who have been to more than one school for their practical training feel that it is important to see a variety of schools in their practical training.

2.2.5 Part time vs. Full time Course

The course was changed from a full time to a part time course to give the students the opportunity of accepting employment offers. Sixteen students accepted employment, fourteen of which are employed at an ECD site, as assistants, teachers, au pairs or facilitators – all positions for which their training has given them skills and two in non ECD related employment.

If the change over was to be judged by the number of students employed it would be considered a success. However other variables come into the picture. The employers of the students may have verbally agreed to give the students time off to attend training, but when the actuality of this time off was requested, some of the employers either gave it grudgingly, others refused to give their employees time off and a few encouraged their employees to continue with their studies. Four students employed (two in ECD Centres and two not in ECD Centre) will receive a Level 4 qualification as their employers will not give them time off to complete their studies.

All the students interviewed stated a full time course would be preferable. Some of the reasons cited are: "employers do not want to release us to go to lectures; the rhythm is broken; afternoon lectures are difficult; extending the course put my plans out; the continuity was broken; full time course is shorter" (Appendix 5). It seems that the students feel they have lost the momentum of studying full time. This is a very cohesive group of students and the change over to part time studies also impacted on this in terms of sharing ideas and resources and students supporting one another.

Principals at the host ECD Centres visited, suggested the course should be run on a full time basis, but also acknowledged the need for a part time course. Extracts from their comments are: "Both are needed, another teacher has to come in when she is at lectures – so full time, definitely full time, but part time for those in employment and for students who show potential and can cope with the workload and working ,both need to be offered – it should be two years full time and then for those who do not obtain competency there should be a part time option, full time students will qualify quicker, but we also need part time training."(Appendix 7).

2.2.6 Change in student registration during the course.

Initially thirty six students were enrolled in the course. This was six more than required and was done in anticipation of some drop-outs. Two never arrived for the beginning and one withdrew in the first two weeks. Another two withdrew within the first six months. Five students were chosen from the candidates who were interviewed, but not initially enrolled, to replace the withdrawn students. Nine more students withdrew before the end of 2003. The reasons for their withdrawals were personal, needing full time employment or deciding this was not the career for them. A new student was accepted in 2004. She had been studying ECD at Cape College and was transferred to the CECD Level 5 course.

The students were candid about the integration of the new students as seen in the comments "we welcomed the first group properly having a welcome party and using a buddy system – this did not happen with the second group; if they started in the first six months they could catch up, the transferred student has found it hard."(Appendix 5) One student withdrew for personal reasons in July 2004 and another never returned to College, also in July 2004. One more student never returned to her August practical teaching block after two days and has not contacted CECD since.

2.2.7 Stipend Payment

The monies were received regularly by the students. For some it was a very necessary contribution towards their travelling and material costs. Comments on the stipend are: "Very kind to give the money; more than enough; fine as all other costs are covered; not sufficient transport money when at the practical schools; feel everything is for free so its good; does not cover travelling expenses; it is not the same as the SETA learnerships monies; practical resources are not covered; should be a varied amount depending on travelling expenses; at first when the course was full time it covered travelling cost, but not now the course is part time; helped a lot, especially when I was not working; need more to cover costs of the assignments, now the course is part time."(Appendix 5)

In comparison the ETDP SETA learnership learners receive an allowance of R520 per month. (Appendix 8).

2.2.8 Unexpected outcome of evaluator's visits to ECD Sites

When an ECD Site is visited by a person experienced in the ECD field, discussion invariably turns to their frustrations in terms of qualifications of staff, employment, registration and coping with parents and the future of the ECD field.
(See Appendix 7)

In the light of the above, ECD training programmes such as this one take on a unique importance with regards to the training of students.

2.3   Impact of the project -have the inputs led to outputs

2.3.1 Recruitment of students

The recruitment process was free and fair. The responses to the advertisements show an unprecedented need for courses such as these for young and unemployed people. There is a database of eligible students from the shortlisted applicants who were not enrolled on the course.

2.3.2 Training of young people as ECD practitioners

It is currently estimated that twenty three students will obtain competency for their Level 5 Certificate. Seven students will receive a course report for Level 4 as they have not received credits for the fundamentals. This is a success rate of approximately 76%.

In comparison the ETDP SETA estimates a success rate of 60 % for their Level 5 ECD Learnerships. (Appendix 8).

2.3.3 Employment of students

Sixteen students have been employed, fourteen of them in ECD positions. The four employers interviewed were impressed by the students' knowledge.

One student has resigned from her job for personal reasons. Seven students are working full day at ECD Centres and their monthly salaries range between R1000 and R2 500, with the average being R1 500.00 per month. Five students are working half day and their monthly salaries range between R1 000 and R 2 600 with the average being R1 950 per month. One student works three mornings a week and earns R900 per month. Only one student has the school holidays.
The two students employed but not in ECD earn R1 600 and R3 000 per month respectively.

2.3.4 Future Employment opportunities at Practical Teaching ECD Sites

Six of the ECD Centres said they would employ the students either in a teaching or teacher's aide capacity. One teacher suggested that the students spend time in after care centres as this would give the students time to interact with children and practice what they have learnt in lectures.

2.3.5 Long term employment opportunities for the students

Mrs Francesca Johnson (ECD Planner for the WCED) was instrumental in encouraging the programme as there is a need for qualified ECD practitioners. The students will be employed by governing bodies of ECD Centres or as Grade R teachers at Primary Schools or open their own ECD Centres. At present there are no employment opportunities within the Western Cape Education Department or Department of Social Services for these learners.
(See Appendix 9)

The expanded Public Works Programme is looking at implementing trained ECD practitioners – possibly at Level 4.

2.4 Comparison to FET ECD Courses and ETDP SETA Learnerships

2.4.1 Cape College

(See Appendix 10 for a full transcript of the interview)

The Cape College offers both full time and part time Level 4 and 5 Certificates and Level 5 Diplomas in ECD. The part time and full time courses have the same course outline. The type of student enrolled in the full time course is the younger, less experienced learner, similar to the CECD Students, whereas the student enrolled in the part time courses is more mature and working in the field, similar to the SETA Learner.

Learnerships are in process at the Cape College for the Level 4 Certificate and the Level 5 Diploma, not the Level 5 Certificate.

The entrance requirement for the Level 5 ECD Certificate is slightly different to CECD's entrance requirement as it is either a Grade 12 or Level 4 Certificate in ECD.

The selection process at Cape College differs in that the prospective students are informally counselled before completing an application form.

No students have been RPL'd at Cape College.

The students fill in an Application form and they are accepted if the meet the entrance criteria. Sometimes the prospective learners are counselled informally as to the choice of another career option.

The staff at Cape College finds that owners of Day Care Centres need to come on board with the training of employees.

Contact hours for the Cape College courses are
- 3 days a week from 8h30 to 2h30
- 1 day a week from 8h30 to 13h00

Cape College students have 1 practical day a week from 8h30 to 12h30 and a 1 week practical block per term

The duration of the course is:
- Level 4 – minimum 2 years
- Level 5 Certificate – minimum 18 months
- Level 5 Diploma – minimum 18 months

However the lecturers feel the core component of Mediating Active Learning is often rushed at Level 5 as the intrinsic knowledge needed is hard to give in this short time. In this time period there is not enough time to inculcate the professional side of teaching and this can be seen in certain areas such as interaction with the children

Cape College uses any ECD Site which is willing to take students – i.e. take what you can. However consideration of logistics of travelling for students is important.

Contact with the ECD Sites by Cape College is very similar to CECD's contact as before practical training a letter is sent to the ECD Centre. During practical training the lecturers make site visits and after practical training a thank you letter is sent.

As with CECD some tutor/teachers are trained mentor/assessors. Cape College received funds from the ETDP SETA to train thirty mentors/assessors and offered this training to the Centres but not all accepted it.

Cape College's expectations of students during their practical teaching differ slightly to CECD's. The students are expected to do practical with all age groups i.e.: 0-18 months (babies), 18-36 Months (toddlers) and 2-6 year olds (pre-schoolers). As theory is done the students plan an activity and then practice it at the ECD site.

Cape College expects only Level 5 Diploma students to run a daily programme as they have found Certificate students do not manage it.

The Cape College staff have found that there is a misinterpretation of the Unit Standards by the teachers in the ECD sites. Often the learning outcomes are split – there needs to be discussion about this and practical solutions found.

All Cape College lecturers are involved in assessing the students. Practical requirements are listed and the lecturers spend the whole day at the ECD site. However the students must present their completed planning to the lecturer before doing it in the classroom and ensure there is cross planning and integrated assessment between Core, Electives and Fundamentals.

The Cape College, ECD Centre's feedback form differs to CECD's in that it has a rubric and a comments section.

Cape College offers the same electives -literacy, numeracy, life skills, and also managing an ECD Centre. They start their course with Level 1 Core to ensure students have the background from Levels 1-3.

To encourage students to become involved in the creative arts/music/ movement etc. the talents of all the lecturers are used although this is the responsibility of the lecturers of the Core.

Cape College continuously motivates students along the path of life long learning but finds that Governing bodies are not recognising the Level 5 for employment They are still looking for a Pre-primary Diploma – we need a BED ECD or will lose our best people.

2.4.2 ETDP-SETA Learnerships

(See Appendix 8 for a transcript of the interview)

The ETDP SETA offers ECD Learnerships in the National Diploma in ECD (Level 5) for trainers, not the Level 5 National Certificate which CECD is offering. Only part time training is offered to the learners in ETDP SETA learnerships which has a time limit of two years.

For teaching the learnerships are geared at the 0-4 old – but the ETDP SETA has realised an anomaly as the 0-4 years old falls within the realm of Social Development and from 5 years and older within the DOE. However ECD sites provide for children aged 0-6 year old.

The ETDP SETA conducts its advocacy and recruitment differently to CECD. The Constituency Services Division does advocacy on behalf of the ETDP SETA – they inform constituent members about all aspects of the SETA. Therefore the Learnership division does not do any advocacy. The Department of Education was consulted about the Learnerships and asked to identify possible learners and recruit them. Completed forms were then forwarded to the SETA who did the final selection of eligible candidates, who were then invited to induction workshops to be taken through the process. The ETDP SETA has revised the selection criteria to simplify the need for mathematics – all candidates need to have passed mathematics at least at Grade 9 level.

The Learnerships are offered mainly in English and in Afrikaans in some Provinces.

The Seta does not prescribe electives but encourages training providers to offer the electives they are accredited for. Courses are presented in a modular format by training providers who are accredited.

Notional time for the course is divided into 30% for contact time with lecturers and 70% for practical time. The ratio of 30/70 is a guideline prescribed by the ETDP SETA. However the contact time is up to the training providers' discretion (especially for the fundamentals)

The ETDP SETA acknowledges that there is a huge shortage of mentors. The mentor needs to have experience in the ECD field and be on site ideally daily.

The ETDP SETA pays the learners an allowance of R520.00 per month and no payment to the ECD Site – but free training is received by the person in training and for the mentor/assessor.

All ETDP SETA students are employed at ECD sites; none have been placed in other sites yet.

Contracts are managed by the SETA – between learners/providers, learners/ employers and employers/providers.

The estimated success rate of the Learnerships is 60%.

The focus of the Learnership is on the ECD practitioner in the practical situation and to give the learner the chance to acquire the knowledge that is not in place.

SECTION THREE - RECOMMENDATIONS

The project has been very successful in most areas, but as with any pilot project there are certain aspects to consider adapting to improve the quality of planning and implementation for future projects.

3.1 Recruitment and selection process

The ETDP SETA has adapted its selection criteria in regards to mathematical literacy and applicants need to have passed mathematics at Grade 9 or higher. CECD could consider including this in the criteria for application.

It may be pertinent to investigate an attitude assessment appropriate to ECD practitioners as this may circumvent accepting students who decide that ECD is not the career for them. CECD could study their attendance and marks to see if there are any recurring patterns.

As applicants are aware that the training is geared to working with children they will all indicate they "love children" – but parents also love children and this does not make them ECD educators. It may be necessary to ask questions such as "When did you know you wanted to work with children" in order to sift the applicant with a vocation for working with children from those who need some other sort of training to be employed.

3.2 Course development and delivery

The challenge for the lecturer was to develop and deliver the course simultaneously when the level of training was upgraded to Level 5. As a result the course materials for level 5 are in draft form and need to be assimilated into a training manual in line with CECD training manual format at level 1 and level 4. It would be preferable to complete course development before delivery begins.

To enable the trainer to concentrate on delivery, the administration side of the project possibly needs to be done by a separate administrator.

The course outline needs to be planned to give the maximum integration of providing skills and knowledge. An adjustment of the course outline will ensure the fundamentals are integrated at an earlier date – the students can then use their communication and literacy skills throughout the course.

If there is co-planning between the various trainers and lecturers namely the core and fundamental lectures, assignments can be planned for the purpose of integrated assessment, especially since the fundamentals are ECD contextualised.

For assessment purposes rubrics are a very useful tool. – A rubric contains more than a simple grid and knowledge and skills needed for competency can be listed. This will also standardise the practical teaching component of the course, which is assessed by tutor teachers in the ECD Centres, especially since most of the tutor teachers are not qualified assessors. It may be advisable to have more than one assessor as this gives a more balanced view of the students.

It may be appropriate to reconsider the planning of the practical teaching of the course, firstly to give the students more experience in the different age groups and secondly to expose the students to a range of provision at ECD sites. There are pros and cons to adding one day a week in an ECD site in addition to blocks of practical teaching. The students can then prepare, plan and practice smaller amount of practical work in order to ensure correct implementation. The other option is to place the students in ECD Centres and take them out for intensified blocks of theoretical training.

If students are employed at ECD Centres there needs to be a memorandum of understanding between CECD and the employers to ensure the student/employee is released for training.

3.3 Partnerships with ECD centres

There is a shortage in the ECD field of suitably qualified ECD practitioners and ECD Centres which are offering best practice are very concerned about the future of ECD. They are keen to assist with on-site training of students and have a wealth of knowledge and experience which they can impart to the students. To form working partnerships with these ECD Centres would be prudent as their skills could be transferred to the students. The teachers in these ECD Centres are capable of assisting with lectures and course materials. However some of them may need to be trained as assessors.

3.4 Career pathing for students

There is a huge need for qualified ECD practitioners. The students who have completed the National Certificate can now progress to the Level 5 National Diploma in ECD provided either by CECD or by crossing over to one of the FET Colleges offering this course.

The SGB for ECD has not yet written Unit Standards for a Level 6 ECD qualification and is not likely to do so in the near future. This poses a dilemma for the ECD field as there is no formal educators' qualification for the extremely competent and highly motivated students to progress to. Consultation with the Cape Technikon has illuminated two possibilities for these students. They could either cross over now and enrol for a BED (Foundation Phase) or continue with their ECD Studies and when there is a sufficiently large enough group (minimum number of students must be ten) the Technikon could offer the proposed ACE (Advanced Certificate in ECD) to these students.

3.5 Employment opportunities for the students

At present there are no employment opportunities within the public service (either with the Departments of Education or Social Development) for ECD practitioners. The students will either be employed by governing bodies or owners of ECD Centres or create their own employment. An initiative that is being launched in September 2004 is the Expanded Public Works Programme (EPWP) and this may be an alternate avenue for employment for the students. It would be advisable that CECD keeps abreast of these developments to investigate possible future employment opportunities for the students.

3.6 Resources

The resource room established at CECD has benefited the students greatly. A computer could be added to give the students internet access. If the training programme is going to be expanded then the resource room and library will need to be expanded accordingly.

3.7 Stipend payment

Some of the students felt the stipend more than covered their costs whereas others felt it was insufficient. The stipend could possibly be graded according to the students needs.

3.8 Sweat Equity

The students were very positive to a suggestion by Eric Atmore of the inclusion of a sweat equity component to the training. This would need to be planned to ensure the students obtain maximum benefit in terms of interacting with marginalised and disadvantaged communities, assisting with HIV orphans and gaining knowledge and experience of the real world.

3.9 Planning of future training

This project has given 30 previously untrained and unskilled young people the opportunity to enter in to the ECD field and emerge as trained ECD practitioners. The ECD field has embraced these trained students and forty seven percent (fourteen of thirty) are presently employed in ECD positions. Seven Percent (two of thirty) have been employed in Non ECD positions.

This verifies the need for this type of training for young, unemployed people. It would be advantageous to young people for a second and third Level 5 ECD Certificate Course to be repeated, and add a Level 5 National Diploma in ECD.

3.10 Full time vs. Part time training

There are favourable arguments for running simultaneous courses on both a full time and a part time basis.

In retrospect, the transition from a full time to a part time course impacted on the course with unexpected outcomes and as a result some of the students will only be obtaining a Level 4 course report for the Core and Electives. It would therefore be advisable to run the course on a full time basis with terms similar to all academic institutions. The students could then spend time in the afternoons and during holidays doing their sweat equity in community projects.

As seen by the ETDP SETA Learnerships and comments of the principals, there is also an urgent need for part-time courses which provide young people with an ECD qualification. Part-time courses would enable the young people who need employment to work and study simultaneously. However, CECD would have to enter into a memorandum of understanding with employers so that the student/employees are released from the ECD sites to attend training.

It is recommended that CECD offer the full time Level 5 Certificate and the Level 5 Diploma in the next round of training. This could be considered as an extension of the pilot project and would ensure the Course Materials are fully developed and all adaptations made before offering the courses on a part time basis.

The other alternative would be to approach the training of ECD practitioners in the same way as ETDP SETA learnerships, placing the young people in ECD Centres with time out for training.

SECTION FOUR - VIGNETTES

Case studies could be presented on all the students as they have all proved themselves worthy of being ECD practitioners and shown tremendous growth and development in the past eighteen months. However these case studies would be longer than the evaluation report so vignettes are included.

Each person interviewed was asked to describe vignettes with regards to the project. These are listed below.

From the teachers at practical schools came the following:
- I have referred CECD students to parents who are lecturers at the university and they have been employed as au pairs.
- We have employed a student as a teacher aide and this is a complete success story she has grown and flourished and has real potential in the ECD field.
- One day when the student was talking to the class, she turned and gently stroked a restless child's hair, thereby settling him.
- She has shown us what a classroom looks like from a child's perspective.
- The small cards for the weather chart helps the children develop real life skills such as fine motor development.
- I have learnt from her.
- The student has a child whose father is continuously at the Wild Coast Casino (Pollsmoor Prison) and the child goes through really rough patches. She has managed to balance and focus the child. She also uses her voice tone well.
- She has a well prepared playroom for teaching the toddlers and takes the "baby out of the baby".
- She has a very good understanding of three challenged learners.

From the students:

- We liked the jackets and bags.
- When I was doing practical teaching a challenged learner was sent out of the classroom, I spent time with the child and was then asked to become the child's au pair/facilitator.
- Thank you Rukea for the books. (Rukea Shaik is one of the staff members at CECD and she won a dictionary and a set of Grade R teacher's manuals which she gave to a student.)
- I felt like a child experiencing creative activities and music.
- I told a story to the younger group and made up a rhyme about hiccups, we were all pretending to "hic" for about three minutes.
- I sat up to 3h00 trying to make a hot air balloon for the house corner.
- I was the barking dog when we acted out a story.

From the fundamentals lecturer:

- All the students enjoyed the practical demonstration of the cooking – but although everything tasted "divine" – this was not the assessment criteria they had to demonstrate and the evidence was videotaped – the students enjoyed watching themselves and surely learnt something from the viewing.

SECTION FIVE - CONCLUSION

The project funded by SSACI and implemented by CECD has been a learning curve for all involved. The young people recruited as students have gained a real understanding of "What ECD is about" both theoretically and practically and the accompanying skills. These trained young people are needed in the ECD field and have been accepted with enthusiasm by the educators at ECD Centres.

As with every pilot project, certain adaptations can be made as part of continuing with the training,. This is always a continuous process when involved in training young people.

Without any doubt, the SSACI investment in this programme and in the young people participating in the programme has been a success
CECD has met all the programme requirements in terms of the agreement with SSACI. They have done the work agreed to, the training has been done well and the inputs have led to the desired outputs.

The recommendations made in this evaluation should be incorporated into future programmes.

Appendixes

APPENDIXES

Appendix 1 - Time Frame for Evaluation of CECD Training Course

Dates	Activity	Output
30 June	Pick up documents from Eric, met briefly with Colleen Firmani	Overview of project Interview Formats and Schedules
10th July	Met with Colleen to request documents and revise schedule	
14th July	Picked up documents from CECD Review documents	
19th July	Draw up interview/observation formats with trainers, students, principals and FET trainers. Confirm Interview/Observation schedule with CECD.	
21st July	Interview CECD trainer – Colleen Firmani	Completed Interview schedule
26th July	Interview Fundamentals Trainer – Melody Marescia	Completed Interview schedule
28th July	Meet students – give brief explanation of evaluation and what is expected of them. Observe training - Core	Notes on observations made
29th July	Send letters to schools	
2nd August	Observe Training/Core Students to bring in all projects, files, assignments, etc requested.	Notes on observations made
3rd August	Visit St Cyprians to observe Eli Lawrence Evaluate Students' work at CECD	Site visit cancelled as student was ill. Principal schedule completed / Notes on Evaluation
4th August	AM - Interview trainees – two groups at CECD from 11am. PM – Interview Individual students and Observe training –Core	Data on completed interviews Notes on observation, completed interview schedules.
5th August	AM -Palmerston Pre-School PM – Complete evaluation of Students work at CECD	Data on school visit Evaluation of students work
6th August	Visit Noah's Park/ Wetton	Completed Interview Schedules
10th August	Visit Discoveres Educare/ Table View Evaluate students work	Data on Site Visit
11th August	AM – Telephonic Interview with the ETDP SETA Evaluation of students' materials. PM – observe fundamentals training Interview fundamentals trainer.	Completed evaluation of students' work Completed interview schedule.
12th August	Interview DOE (WCED) telephonically. Contact schools to confirm visits.	Raw data on interviews
16th August	Visit Barkly House x 2, Arderne Gardens	Data on Site visit – Arderne Gardens cancelled.

Dates	Activity	Output
17th August	Visit UCT Pre School and Greenacres	Data on Site visit
18th August	Visit Carmel. Interview Cape College (FET Training Provider)	Site visit cancelled. Completed interview schedule.
20th August	Meet with Eric and Roz at CECD. Meet with Nikki Roussouw of Cape Technikon Evaluate last of students work and Portfolios	
21st August	Peruse trainers course material	
22nd August	Peruse student course file	
24th – 27th August	Report Writing in draft form	Draft Report
30th August	Complete Report Writing	Final report

Appendix 2 - Document Review

- Original Proposal
- Project Agreement
- First Report
- Second Report

(Received from Eric 30-06-04)

- Brochures
- List of Trainees
- Attendance Register
- Payment dates and amounts
- Student marks.
- Student profiles
- Employed individuals

(Received from CECD 14-07-04)

- Theme files
- Portfolios
- Assignments
- Tests
- Student projects

(Received 2 August 2004)

- Course materials

(received 20 August 2004)

- Course Outline
- Average marks for each assessment.

(received 30 August 2004)

Appendix 3 - ECD Trainer Interview Schedule

Name: Colleen Firmani

Date: 21-07-2004

Discuss project from the beginning until now – adding any comments as to how the project has proceeded.

1. **Please describe the recruiting process.**

The recruiting process was overwhelming. It was a free and fair process; the course was advertised on the radio and in the newspaper. There were 480 applicants all of whom filled in an application form. The applications were sifted and applicants who were over age, only requiring top-up training and not fluent in English were excluded from the start.

2. **How did you make the final selection of students(e.g. aptitude, references contacted)**

After the sifting process, 180 applicants were listed as possible candidates. They were all invited to a 10 minute interview. One reference was contacted telephonically.36 students were accepted.

3. **What process was used to identify ECD Sites for practical on the job training, what infrastructures were expected**

Most of the ECD Sites were known from previous training experiences. A mail drop was sent to 500 ECD Sites, outlining the project and requesting hosting of students.

A Level 5 educator with knowledge of OBE was one of the criteria needed for host schools. A new database was compiled from the replies, new ECD sites were assessed and decisions were made whether to use them as host schools. One consideration is the accessibility of the ECD Sites for students.

4. **What was expected of the ECD Site with regards to mentoring and assessment?**

Each ECD site received a list of practical training requirements, practical teaching dates, a register and a confidential report to complete.
Each student has a practical file in which the teacher evaluates each activity and gives written and oral feedback.

With regards to assessing the student's competency, the tutor teachers are not trained mentors and assessors and the ECD Sites follow different methodologies.

The practical teaching has been a learning curve as not all ECD sites have met the expectations for mentoring students and in return not all students have met the requirements for practical teaching.

5. **Curriculum Component**

Level 4-5 learnership programme (120 credits x 10 Notional hours)

FUNDAMENTALS

(Did any students receive credits for this component?)
yes, if they had passed English and Mathematics at Grade 12 Level.

Communication
Provided by Cape College. Melody Marescia is the lecturer

Mathematics
Werda Smith of Cape College is the lecturer.

THE STUDENTS ENJOYED THESE CONTEXTUAL ELECTIVES.

CORE

Facilitating active learning in ECD programmes (30 credits), covering five (5) specific outcomes viz:

Provide a variety of developmentally appropriate learning activities – inside and outside – covering all aspects of learning and development.

A Resource Centre which includes a library has been set up at CECD for the students to use.

Indoor and outdoor extensions and learning areas and extensions were first observed at the ECD Sites. Students learnt the theory and applied and demonstrated it in their practical demonstration teaching.

Students were informed of the developmental norms of young children.

Observe and assess children's learning, development and responses to the learning environment in order to inform practice and planning.

The theory of observing and assessing and how to record was covered in lectures. This is a continuous process and evaluation is used to inform practice.

Interact and communicate effectively with children in a range of situations including daily routines.

Tutor teachers commented on this aspect in the student's confidential report. Formal vs. informal learning situations were covered and the importance of being a role model stressed. The students covered a lot of work on communication and daily routines.

Use a range of techniques for working with individuals, small groups and large groups, and for introducing a second language. Reflect on own practice and make appropriate changes.

Different behaviour management techniques were covered as was classroom planning. Use of second language was covered. Each student keeps a reflective journal throughout the course.

Facilitating healthy development in ECD programmes (14 credits), covering five (5) specific outcomes viz:

Protect the safety of children and adults. Implement good health and nutrition practices.

The students completed a practical assignment on poisonous and non-poisonous plants and made two parents notice boards on health and nutritional practices.

Facilitate the inclusion of children with barriers to learning and other special needs.

Common barriers to learning were highlighted in lectures. Students were informed of referral and support structures – but these are difficult to access in marginalised communities.

Videos were shown to cover this outcome.

Facilitate each child's emotional and social development.

Use a range of appropriate techniques to help children learn to manage their own behaviour.
An understanding of developmental norms was given to the students and discipline discussed, with alternative ways to modify behaviour given. This is a practical learning curve for the students.

Assisting with managing the ECD learning programme (20 credits), covering six (6) specific outcomes viz:

Establish positive and supportive relationships with all other adults involved in the programme.
This is covered in professional development. Each student is required to conform to certain expectations when at a practical ECD Sites.

However it is difficult for the students to form relationships with the parents at the schools.

Actively encourage family and community involvement in the programme.

As the students are not at the ECD sites on a daily basis during the course this is where the difference between the ETDP SETA learnerships and CECD training is highlighted. The students are not yet part of the community of the school.

Manage a well-planned learning programme that is responsive to children's interest and developmental needs within the context of the national school curriculum (where appropriate).

This fits in with the electives and the planning of a well balanced day is continuously stressed.

Use recommended appropriate methods and procedures for assessing children's progress and reporting their progress to parents or guardians.

Students complete a practical observation and assessment task, in which they design their own assessment tools. There are difficulties with the reporting as the students are not in ECD sites on a full time basis.

Maintain effective administrative systems for managing the learning programme.

Administration systems are explained to the students, but this is hard to demonstrate due to the confidentiality of this paperwork. If CECD forms a partnership with an ECD site this could be circumvented.

Demonstrate commitment to the development of high quality ECD programmes.

This is expected of the students in their practical teaching files.

ELECTIVES

Level 5 electives; Introducing numeracy, literacy and life skills in the Grade R. Multilingualism – 2nd language introduced

Level 4 – Portfolio elective covered by ELRU.

Any areas that are not covered in the Unit Standards:
- Which were included in this training

By interacting with other trainers I have found that there is a wide interpretation of what is implied by the Unit Standards.

We have included making resources, music/movement, professional development and emphasised sustainable practical teaching and a First Aid course

Need to be included in further training.
Computer training and use of technology

Management and Leadership Training
Aids Electives
In what way are your students made aware of their rights as an educator e.g.: labour relations, employment equity, registration with SACE, teachers' unions, educare forums etc.

This is part of professional development and will include employment equity.

Who has been responsible for the training? Have any other trainers/specialists been involved in the training.

For the core and electives, myself and Tracy Middlebrook for 2003. Myself for 2004
.
It was a full time course for 2003 and the first three months of 2004 and then changed to a part time course, in order that students could accept employment opportunities. The length of time to complete the course was then extended.

Cape College lecturers were responsible for the elective. ELRU was responsible for the portfolio electives and an independent trainer provided a First Aid course.
On site monitoring visits:

In 2003 Tracy and I were responsible for the practical on-site assessment. I was responsible in 2004.
Comment: When a student is assessed by more than one person a more balanced view is obtained.

How many trainees are working at ECD Centres full time?
Paid
16 of thirty are employed, 2 not in an ECD Capacity, 1 is employed as an AuPair, 1 as a facilitator to a special needs child.
12 are employed in ECD Settings, 5 as assistants and 7 as teachers of younger groups.

Voluntary
None.

Work related Life Skills (10 days) the students have actively experienced.

At this point of the course 5 days have been completed, which includes writing CV's, compiling portfolios. This element overlaps with professional development.

OTHER COMMENTS

The administration for such a course is a large load and there should be a programme co-ordinator, trainers and completed course development.
It was very hard to train and develop course materials at the same time.
A small team should work on a course like this instead of a single person.

It has been a great group to work with and both Tracy and I enjoyed training them.

The NQF level of the course and whether it is part or full time should be established from the beginning. Found the original Level 4 content was pitched too high for Level 4 and more appropriate for Level 5, but more practical components are needed to create awareness.
The travelling allowance has been a very useful contribution for the students.
There is a need to look at language versus culture amongst the students as there is a cultural impact on professionalism and presentation of written work. Enunciation and diction are very important for employment opportunities.

The students need a clear way forward and a definition of the pathway of lifelong learning – a Level 5 Diploma would be in order.

Appendix 4 - ECD Fundamentals Trainer Interview Communication/Mathematics

Name: Melody Marescia/Werda Smith

Date: 26-07-2004/11-08-2004

We are going to discuss the project – please add any comments on how you feel the project has proceeded.

ESTABLISHING THE PARTNERSHIP BETWEEN CAPE COLLEGE AND CECD.

Mrs Nieuwoudt negotiated the partnership.

1.   Do you have any similar partnership with other training providers?
Yes with one other training provider, Grassroots, and with other CECD projects.

2.   Course Materials
(36 Credits in total)

•   How many Credits for communication
20 credits with four division – 5 credits for oral communication, 5 credits for reading, 5 credits for oral skills, 5 credits for occupational skills.

•   How many credits for mathematics
16 credits

Did you use generic course materials or are they ECD Content based.
They are ECD Specific

Did you have to adapt any of the course materials for this specific group?
No
Northlink, Boland College and two Durban Colleges are now using the materials and the WCED is perusing the materials to see how it can be further used. Two ladies are writing materials for other levels.

How did the students cope with the course materials?
Mathematics – very good – working at a faster pace than other groups.
Communication – Level 5 students were a challenge for the lecturer as they were very competent.
Level 4 – started with the reading and then oral communication. They were mostly second language students who were becoming familiar with the content and therefore the pace was slower.

3.   In terms of communication do you feel the students will now be able to communicate both orally and in writing on any aspect pertaining to an ECD Centre?
Communication – Yes because the content is ECD specific.
Mathematics – they will now be able to verbalise budgets and communicate on financial matters.

4.   With regards to NQF Levels which Unit Standards have you covered
(36 Credits)
Mathematical Literacy Level 4
Communication – FET/s/18 FET/C/6/7/8

5.   Is there any aspect which could/should be adapted?
Mathematics – no as many of the assessments reinforce and revise previously learned concepts of the course, this group had more discussion on the budgets.
Communication – two of the assessments could be collapsed into one.
The contact time is normally 60 hours but was extended to 100 hours. The lecturer has to look at the groups needs in terms of their mother tongue and previous exposure to English and plan accordingly for a 12 or 6 week course.

Communication lecturer looks forward to/anticipates the revision of the Unit Standards for Core Communication.

6. Do you feel all the students will obtain competency – if not what extra measures/courses need to be put in place for them to obtain competency.

Communication -Most should be competent enough, but if the student does not obtain competency – a second date for a different exit level test will be set.

Mathematics – Absolutely as the weaker students have been assisted during the lectures.

7. What assessment methods have you used for the training.

Communication –

- *Written - Write a children's storybook, correspondence, CV, Report Writing, Letter of Application, School magazine.*
- *Oral – speech, debate, demonstration, discussion.*
- *Reading – book review, skimming and scanning, speed reading, and assess children's storybook, newspaper reading.*
- *Cross assessment – Swot analysis, brochure, poster, plan a workshop.*

Mathematics

- *Variety of assessment methods e.g.: discussion, photographs, practical assignments, play a game. All assessments are practically orientated.*

8. Further/ General Comments.

Communication

The students need to practice oral communication – as most have an inbuilt fear or mental block about doing this.

All the students enjoyed the practical demonstration of the cooking – but although everything tasted "divine" – this was not the assessment criteria they had to demonstrate and the evidence was videotaped – the students enjoyed watching themselves. This is the first round of training and the process needs to be reviewed.

This was a real learning experience for me and the students. "IT HAS BEEN A PLEASURE WORKING WITH CECD" which is run differently to other training institutions and it works as the planning is effective.

Mathematics

The students take pride in their work and books. The students were very negative in the beginning and wanted to be RPL'd, which they were offered, but once the contents were explained their attitudes changed.
The earlier the students can be mathematically literate the better.

Appendix 5 - Student Interviews

Date   04-08-04

Name/s: 18 students
Group 1 :   Tarryn-Lee Peterson, Tania Jacobs, Francheste Reynolds, Angie Hart, Latasha Simpson.
Group 2:   Alvina Schuurman, Nazla Miller, Mathilda Maree, Suraya Harris,
Group 3:   Eli Lawrence, Nasiefa Essop, Leone Barnard
Group 4:   Carmen Le Grange, Romelia Duminy, Dilshaad Abbas, Rishka Arendse
Individual Interviews: Tasneem Eassau, Riana Naidoo,

1.   When did you decide you wanted to work with children?

In High school x 6; after having my baby; after looking after children in my spare time; I thought this was child psychology – but have now discovered this is what I want to do; I wanted to study to be a foundation phase teacher but could not due to the cost; I never thought I would look after children but grew up in a children's home and always looked after children – I realised this was my career during my first practical teaching; since I was a small child;, I coached netball and soccer four years ago and loved it; I always knew I would work with children; I first worked in a hotel but tired of it; from childhood; always.

2.   Has the training been what you expected

No idea; not really; it was amazing to learn about children; at the beginning I didn't know it would be so much work, though it was child psychology; I didn't know as I had a general idea of what it was to work in a crèche and only realised once I was on the course what it is about; I can now relate to my friends who are parents to assist them to stimulate their children; have more of an understanding of child rearing e.g. no more coke; I didn't know what teaching young children was all about and how important all the small things are e.g.; tables, music; Not really, I did not know what, why, where or how ECD is and have learnt; far more than I expected; more than I ever expected; I like the homely environment of CECD

3.   How did you find the course with regard to:
Fundamentals:
Communication

Good; fun; needed: enjoyed communication; the lecturer was dynamic and explained well; took it back to school and filled in the gaps, my attitude to communication changed; I always had a problem with oral communication and am more at ease now; practical, useful, helpful especially with regard to letter writing, very good; fine but a lot of work, excellent, good quality and well organised, it should have been done earlier.

Mathematics

Good, contextual; fun, learnt a lot, different to matric maths, relevant to the course; I am enjoying it for the first time in my life – the lecturer makes the course; I have never enjoyed it before; very good; a lot of work, should be done earlier in the course , before the first practical teaching.

Two students joined another group for the first sessions as they missed the sessions at CECD – their comments were; the pace at Crawford campus was very slow, the lecturer was thorough, I was apprehensive about the pace and course, but being wit very disadvantaged students I saw the need for networking with others in the ECD field.

Core:

Mediate Active Learning

Interesting, but sometimes struggled with Tracy's Lectures as not everything was covered; all areas are relevant, shown how to implement theory in practice; can put this into practice with my own children; found it difficult at first, now finding it easier; enjoyed/amazing, Tracy and Colleen are amazing and have really taught us a lot; a lot of useful information, interactive lectures, made it easier and more approachable; lot of work and reading; this is the basis of ECD

Mediate Healthy Development

Learnt a lot about diseases and simple cures e.g. chicken pox, lice, HIV/Aids; very informative; learnt a lot about safety; very good; enjoyed first aid.

Develop and managing the learning programme

Learnt about governing bodies; know what to prepare; administration and recording is tedious, very good with regards to the layout; I am now tutoring a student from another college in my workplace;

Electives

Hard and confusing; but we are doing it; we just need to translate it into NRCS terminology; not sure of the linkages and there is no curriculum for below Grade R; we need to implement it during practical teaching; we see the linkages , but starting to get the hang of it; should have been done in the beginning of the course as now we are doing new things; its OK at practical schools if they use it; the school I am at is not on board, it comes in handy; feel it is still dangling in the air.

4. Please comment on the lectures:
• Content, context, lecturers.

Colleen is very good, she breaks things down into simple terms and gives practical examples; Tracy sometimes jumped around and did not explain; Tracy and Colleen were vibrant and informative; Tracy was nice, she did the work with us and it does not feel the same as lat year without her; well presented, clear with no confusion; lot of content; context is relevant; we can now talk at the level of other teachers we have just met; the lecturers were good and approachable; the content was a lot of worthwhile work; context – all applied to ECD, I now have a different perception, the lecturers are fabulous, I miss Tracy, Colleen is like a mother- always there for the students.

ELRU - ?; ELRU – presentation was dull and boring, more interaction needed; boring but needed; well presented and we put our portfolios together; boring but valid information
 Cape College- good x 2; Fundamental lecturers were vibrant with informative course material; well presented content; fine;

5. How do you feel you coped with the Course Materials
(notes, assignments, assessments, feedback on assessments)

The notes were in depth and they linked to the assignments, the assessments were good; feedback on assessments was very fair and informative; I did not like the assignments, but they had to be done; liked the academic side; comments on the assignments did not always coincide with the marks as you feel you have put inn a lot of hard work and your marks do not coincide with this – but I did not always pick up on the offer to discus (maybe should schedule more individual interviews wit the lecturers; 50/50 – enjoyed doing research; liked the practical side; I had problems with the assignment as did not always understand what was expected so although I worked hard I still got low marks; prefer verbal to written feedback; I am apprehensive about talking to lecturers- would prefer scheduled individual interviews; comprehensive course notes, which I refer back to for assignments;; notes are well prepared; love doing assignments; I was a bit nervous of the assessments at first; good feedback; no problems; notes were good; assignments and assessments are a lot of work, it was fine in the beginning, but once I was working I found it hard; we should be given a list of assignments at the beginning of the course with due dates; detailed feedback; Colleen motivated me to try harder showing a general concern for my well being and gave me ideas and help.

6. Are there any areas that you feel could have had more emphasis or are lacking in the course?

Numeracy and literacy and write ups are time consuming; woodwork; handwork; micro groups; some practical teacher tutors give you more work; we need more ideas for practical implementation; at first creative art-but this gap has been filled; music; how to handle parents and problem children; interaction with the disabled, disadvantaged etc; outings to different schools.

7. What were your experiences of the practical teaching component of the course?

I had a problem with the first practical school – not any others(x20; the teachers put pressure on us to do more than expected x 2, formal dress code hard; good experience; enjoyed; prefer to experience a variety of schools(x5); the cross over between cultures in terms of social class, manners, life skills was hard; respect of children to teachers was amazing; it is difficult when introduced as a student teacher; need more feedback from some of the tutor teachers,; practical was too long in one go; afternoon classes after prac were hard; race issues at some schools; the teacher explained while the activities were in progress; enjoyed practical teaching; all students need a Barkly House; try to get the same standard as Barkly House; good, unsure at first but felt at home the 2nd and 3rd time; teachers have different ways; please investigate schools first; Carmel was helpful to the teachers; can we have a combination of Grade R's at formal and community schools

8.   Payment of the stipend.

Very kind to give the money; more than enough; fine as all other costs are covered; not sufficient transport money when at the practical schools; feel everything is for free so it's good; does not cover travelling expenses x 3; it is not the same as the SETA learnerships monies; practical resources are not covered; should be a varied amount depending on travelling expenses; at first when the course was full time it covered travelling cost, but now the course is part time ;it covered the travelling costs; helped a lot, especially when I was not working; need more to cover costs of the assignments, now the course is part time.

9.   Describe your interactions with the support staff at CECD.

The other side is viewed as the office; interacted with Najwah and Eric now and again; we need separate student facilities; Eric is fine; I like Paula, reserved with the staff members; Very supportive; thank you Rukea for the books; they have varied attitudes the majority are friendly an helpful; 2% are rude and unfriendly; difficult to share their kitchen; good, supportive, helpful.

10.   With regards to the change over from level 4/5 were there any challenges or was it successful.

I didn't notice it(x 12); no effect except for the length of the course; more work at Level 5;workload increased; it was a challenge and successful; wanted it as it is a benefit; it was a smooth flowing transition.

11.   Would you suggest the course is run on a full time or part time basis and why?
Full Time: *x 18*
Part Time: *x 0*

Comments on why the course should not be part time; the rhythm is broken (x2); afternoon lectures are difficult; extending the course put my plans out; the continuity was broken; full time course is shorter; if the course is held in the afternoon I can work in the morning; employers do not want to release us to go to lectures; part time is not working out; tired in the afternoon.

12.   Have you been able to access the resources needed for the course and from where?

Yes x 14; CECD's resource room x 9 ; the Public Library x 8; the resource list we compiled x 7; students share resources; we need access to a computer continuously;

13.   Have you met any person in the ECD field that you feel is an excellent role-model?

Colleen x 12; Tracy x7;Riana Naidoo – a student- so hard working and proud of her work; Barkly House staff; St Cyprian's staff; Cymbidium staff; Leigh Francis at Barkly House; teachers at practical schools x 9; teachers at Bellville Pre-primary Leone Barnard as Nasiefa Essop (students).
Sometimes we are more qualified than the teachers at practical schools; there is sometimes a difference between what is taught as best practice and what happens at the schools.

14.   What have been the highlights of the training?

Eli's jackets x 13 and bags: socialising with the other students; there has been time for everything; outside preparation days – music x 2;story; making things; teamwork; I was the barking dog when we acted out a story; making instruments; outside art x 4; making our own stoves and washing machines; game day; when we were studying active learning, I felt like a child experiencing creative activities and music; When I was on teaching practice I told a story to the younger group and made up a rhyme about hiccups; I sat up to 3hoo trying to make a hot air balloon for the house corner; the first time my music ring was assessed, I used instruments, made my own things and I had a good evaluation; practical teaching x 4; when I was doing practical teaching a challenged learner was sent out of the classroom, I spent time with the child and was then asked to become the child's au pair.

15.   Have you experienced any lowlights?

Tracy leaving x 2; being escorted from a practical school, because they felt I was not suitable; everything seems simple in the lectures, but more complicated in the schools; unsure of how to do a music ring one morning – e.g. the principal called in Colleen who had to do conflict resolution; when I get my assignments back; group work can be tedious; orientation exercise as I am not outgoing and shy; people leaving all the time x 2 (there are others who could have been in their places from the beginning); no;

16.   CECD is considering adding a "sweat equity" component to the course – where the students do community work – what is your opinion on this?

Very good idea x 14; definitely x 4we need to see other cultures; interact with disabled; an outreach community programme to ECD Centres in marginalised areas x 6;will the costs be covered.

17.   How did the students who joined the course at a later stage integrate/

Some of the new students found it hard to integrate; there was a lot of catching up to do; it was a good to fill up the space; preferable to all start together; lots of pressure to catch up and the pace was tough; it is unfair that some of the new students got jobs first ; we welcomed the first group properly having a welcome party and using a buddy system – this did not happen with the second group; if they started in the first six months they could catch up, the transferred student has found it hard;

18.   Where to from now?

Next level, next year on a full time basis x 2; want to travel; need both full time and part time for those who need to work; for those who are employed please ensure that there is a contract between the employer and CECD; Level 6- Foundation Phase x 1; Level 6 ECD x 2 – but unsure who will pay for the courses as we will need bursaries; I would like to continue with ECD Studies and maybe do foundation phase; would like to study further but need to earn as well; child psychology; journalism; like to study further after taking a break.

Appendix 6

July 29, 2004

Dear

EVALUATION OF SSACI/CECD ECD PROJECT

I am evaluating the Early Childhood Development project sponsored by the Swiss-South African Co-operation Initiative and being done by the Centre for Early Childhood Development. To ensure the evaluation covers all aspects of the training programme I will need to visit the Early Childhood Centres at which the students are doing the practical element of the course.

The visit will involve observing the student and talking to the principal or head teacher at the school for approximately half an hour.

I have scheduled a visit to your ECD Centre on ………………………………..to

observe ……………………………………………………………………………………….

Thank you for your participation.

Regards

Gill Naeser

Appendix 7 - Observation at Practical Schools

Interview schedule

Date	Student	School	Principal/Teacher
05-08-04	Riana Naidoo	Palmerston Pre-primary School	Beth Howisen
06-08-04	Romelia Duminy	Noah's Park	Mark Alford
10-08-04	Lauren Bam	Discoveres Educare	Shirley Mitchell
16-08-04	Nadine van Wyk Latasha Simpson Suraya Harris Nasiefa Essop	Barkly House, Harfield Road	Theresa Rushby
16-08-04	Mathilda Maree	Barkly House, Molteno Road	Jenny Reid
17-08-04	Rishka Arendse	UCT Pre-school	Marilyn Peterson
17-08-04	Angie Hart	Green Acres Pre-school	Maralize du Rooy

Brief outline of purpose of visit explained – to evaluate the whole project not to assess the student per se.

1. Were the arrangements for the practical teaching
   Timeous   Y/N
   Sufficient   Y/N
All schools replied yes to these two questions.

Comments:
- *The invitations for the information session were informative, the two speakers outlined the project and the information pack was useful.*
- *Too much expected of the students*
- *Background information on the students very useful.*
- *Colleen phoned if a student was not coming – Thank You*

2. Your role as a mentor of students;
   What are your qualifications on the NQF?
   Level   1   2   3   4   5   6   7   8
   1 x Level 5(Primary Teacher Qualification)
   1 x Level 6 (Accountant qualification)
   1 x Level 5 (ECD Qualification)
   1 x Level 6 (Bed – ECD and a Higher Diploma in Pre-primary Education)
   3 x Between Level 5 and 6 (Pre-primary Teacher's Higher Diploma) - No longer available.

Comments
- *Two ECD Centres had trained assessors.*
- *Big question – WHAT IS EQUIVALENT TO THE HIGHER DIPLOMA IN PRE-PRIMARY AND WHERE DO TEACHERS WITH THIS QUALIFICATION GO NOW –IS THERE A SIMILAR COURSE FOR THE STUDENTS.*

3. In terms of the Unit Standards for ECD – do you have an understanding of the requirements for ECD Qualifications the students are studying for?
                                                      Y/N

   YX6/ NX1

Comments
Unsure of professional qualifications in ECD in order to register with SACE – and where does the Grade R educator fit in?
What age group are the learners qualified to work with – is the ECD qualification for practitioners of young children?
I have a fair understanding but find the terminology confusing

4. For assessment of the students are you familiar with the assessment criteria for the course?
    Y/N

    Yx5/ Nx2

Comments:
*   *Need a workshop on this*
*   *Student went through it with me.*
*   *Only because I have recently studied.*

5. Is your school on board with the RNCS?   Y/N
Y x 5/N x 2
Gill's comments:
Although five schools replied yes – I did not see evidence of this at two of the schools which stated they are on board.

6. Are you a practice ECD Centre for other courses?   Y/N
7 x Y
If you were to make a comparison between the CECD students and other training institute's students, What would your comments be?
*   *First impression of CECD is that the college and students are more organised, communicative, reply to contact and give answers to questions. Well organised administration and the students are well informed. The student we have employed is learning at CECD and understands the correct stimulation and uses correct responses to the children. She accepts constructive criticism and her level of professionalism is developing, she is showing a growing understanding of planning, preparation and children's development*
*   *CECD students are more diligent than students from all the other courses*
*   *Need more interpersonal skills training.*
*   *CECD students take more initiative and CECD takes more interest in their students.*
*   *BEd (Foundation Phase) seems to be a more professional course and the students have a better understanding of the outcomes and assessment criteria – but it is hard to draw a comparison as the courses are very different.*
*   *CECD has high expectations of its students, very good training but how to implement at schools. There needs to be a standardisation over different schools. The students are not far behind UNISA students.*
*   *As this is the student's first day no fair statement of comparison can be made – but requirements are the same as 4th year Cape Technikon students.*
*   *It's too early to make a comparison – it is her first day as she has been ill.*

7. Did the students fulfil all the expectations in terms of *what host school and teachers can expect from CECD students?*   Y/N
Y x 5/ N x1/No answer x 1
Comments:
100%
Some did – the instructions were clear and well documented.
She did not phone in one time, but otherwise meets all the requirements.
She can do this all at our school but it is too early to answer.
I never received a copy of this. Two students are employed full time at the Centre; they need help with accepting criticism and interpersonal skills. Their weekly teaching preparation is not always completed on time. The one seems to be absent without a doctor's certificate whenever the pressure is on in terms of CECD deadlines, the other needed to be checked on personal hygiene. They both show respect for the other staff.

Any changes;

No changes suggested.

8.   Are there any areas that could be:

Improved:
- *As the student is now an employee we find that Monday is a bad day for staff to be away from the Centre. The weeks off for fundamentals are difficult for the teacher, employer and children – it impacts on all of them. Behaviour management of the child – student needs to understand why the child is behaving the way he/she is.*
- *How to create a classroom climate, how to use music in the classroom, not only at music time. The needs of the different age groups and how to pick up the vibe of the children for that day especially the younger group children.*
- *The student is employed at the Centre and she has fitted in very well.*
- *Background knowledge – more realistic expectations of the students as they will possibly only be employed as teacher's assistants.*
- *There were individual cases where students needed guidance and counselling, but the lecturers coped with this professionally – thank you for the background of the students.*
- *This is difficult to answer as it is our first round as a practical school and only the students second day.*
- *Too early to answer as this is the students first day.*

Adapted:
- *More input needed on interaction with the parents. Part time studies are not functional for the employer*
- *Amount of practical work.*

Removed:
- *No*
- *Portion of the practical work – if the students do less, mistakes can be corrected before they are ingrained.*

9.   What were the challenges for:

The tutor/mentor teacher:
- *If there are non teaching assessors they could assist with assessment, but should have pro rata compensation as we have assisted in the training for free. More continuous assessment needed.*
- *Two students have been employed and I need a termly reminder of practical and lecture dates. There is a student vs. worker barrier in the workplace; the two students still view themselves as students as students in terms of work ethics.*
- *The routine of the full day in a small school*
- *Trying to fit level of qualification and expectations and keeping the students together through practical teaching. What level to pitch the assessments at.*
- *We are a training school, so we are used to students – we have the capacity for three students continuously.*
- *The teacher is foundation phase not ECD qualified so she tends to focus on the product not the process – she needs a formal ECD qualification.*
- *I am very straightforward with the student as to what I expect of her.*

The children:
- *Battled when the employed students were away for training.*
- *Adjusted very well*
- *The children are used to students*
- *Authority issue, students need to be teachers not friends to the children.*
- *No problems*
- *Children need more discipline when a student is here as they tend to play off the student and the teacher*

The students:
- *Change over from students to employee – time to complete teaching requirements and course requirements when employed.*

- *None*
- *The amount of practical work required. If the students are on practical there should be no lectures in the afternoons as they cannot leave school at 12h30 to be at lectures at 13h00 and set up before they leave. The students are suffering – staff hours are 7h45 – 14h45 and the students need to be here otherwise there is not time for feedback, planning or preparation. Students should only present two items a day with a little more on final assessment day. The students do not have enough insight to cope with certain elements such as music/movement, the practical requirement are pitched too high as this is an educare course, not Grade R teaching qualification. Have had to plan how to fit all requirements in for each student but feel some will not cope.*
- *We are geared for students and they have their own chat room – they are still unsure of what to add for collage and woodwork.*
- *OK – but it is only her second day.*
- *Students are treated as teachers at our school*

10. With regards to the confidential report for the students:

Does it cover all areas of the student's progress:
Y/N
Y x 6/ N x 1
- *Yes it covers her progress*
- *I have not filled one in yet but it seems to cover all areas.*
- *Professionalism –good, personal hygiene is a bit below the belt, 2 and 3 OK, but shows lack of understanding, 4 ,5,6 crosses over with evaluation in students file and therefore a repetition.*
- *There are overlaps in the report and also with evaluations in the students files*
- *It is very broad*
- *It is comprehensive*

Is the format suitable for working with:
Y/N
Y x 5/ N x 1/ no answer x 1
- *It is helpful, the problem is that the teachers are sometimes less qualified than the student*
- *A grid system would be more effective*
- *A rubric system would work better as teachers write evaluations every day – there is a lot of writing.*
- *A person gets the opportunity to say what they want to.*

11. Do you feel the amount of practical work required by the students is?

too much	sufficient	not enough
X 3	x 3	

No reply x1 as too early to comment.
- *Teaching blocks are very good.*
- *If the student is working full time the practical teaching requirements are too much.*
- *Far too much*
- *Up to now fine – but the last session is a lot, planning needs to be done, school has preplanned the areas for the students in a schedule format*
- *This is the student's second day so difficult to answer*
- *Too early to comment – but suggest the student extends to three weeks to ensure everything is covered. It also takes at least a week for the student to become acclimatised to a new school.*

12. If you had a vacancy would you employ one of the students as?

teacher	class
X3	All x 3
Teacher's assistant	class
X3	All x 3

- *The one school felt it was too early to comment as this was their first round as a practical school and the student's first day.*

- *The one school would employ a student full time, but not in the Grade R class while still training as study commitment would be too demanding*
- *Two students are employed at present on a contract basis until December, when the situation will be reviewed*
- *If the student fits the bill she would be given employment, I have referred the students to parents as au pairs so there is a positive response to the training.*

13. Do you feel the course should be:

Part time	both part time and full time	Full Time.
	X 4	x 3

Comments:
- *Both are needed*
- *Another teacher has to come in when she is at lectures – so full time.*
- *Definitely full time, but part time for those in employment and for students who show potential and can cope with the workload and working.*
- *Both need to be offered – it should be two years full time and then for those who do not obtain competency there should be a part time option.*
- *Both need to be offered for different reasons*
- *Full time students will qualify quicker, but we also need part time training.*

14. Any vignettes (a word picture) (tailpiece) about the students or experience of hosting students.
- *One day when the student was talking to the class, she turned and gently stroked a restless child's hair, thereby distracting him and settling him.*
- *She has shown us what a classroom looks like from a child's perspective.*
- *The small cards for the weather chart helps the children develop real life skills such as fine motor development.*
- *I have learnt from her.*
- *The student has a child whose father is continuously at the Casino (Pollsmoor Prison) and the child goes through really rough patches. She has managed to balance and focus the child. She also uses her voice tone well.*
- *She has a well prepared playroom for teaching the toddlers and takes the baby out of the baby.*
- *She has a very good understanding of three challenged learners.*
- *All the students are successes and are being given life skills and a qualification.*
- *We have employed a student as a teacher's aide and this is a complete success story she has grown and flourished and has real potential in the ECD field.*
- *Seeing students come through is very rewarding although teacher tutoring is extra work for the staff.*
- *I have referred CECD students to parents who are lecturers at the university and they have been employed as au pairs.*

15. Any other comments:
- *Many students do not know how to interact with children, maybe they should spend time in aftercares, this will give them a chance to be with children and practice their practical work in a stress free situation.*
- *The ECD Situation is not attractive as there are not many well paid jobs for them once qualified.*
- *Remember students are not our priority – the children in the school are our priority*
- *Parents need to be educated (four Centres stated this).*
- *As an ECD Centre there is a lack of contact from the WCED, Social Service, ETDP SETA – one feels as if one is in isolation and it is hard to register as an ECD Centre.*
- *One Centre gave a copy of the Technikon's rubric for evaluating students*

16. A last question queried if the ECD Centre would be prepared to host more students
- *A positive answer was received form all.*
- *Four of the ECD Centres replied that they would be interested in forming a partnership with CECD to further train students.*

Appendix 8 - SETA Telephonic Interview Format

Date 11-08-2004

Name: Sibongile Sibiya
Title: ECD Learnership Co-ordinator

1. Which NQF levels do the ECD Learnerships encompass?
National Diploma in ECD (Level 5) FOR TRAINERS.

2. For the teaching of which age groups are the learnerships geared – 0-5 years or Grade R.
0-4 old – but there is an anomaly we have realised in the selection of the cohort of trainers. 0-4 years old falls within the realm of Social Development and from 5 years within the DOE. However ECD sites provide for the 0-6 year olds.

3. What was the SETA's advocacy campaign for the Learnerships?
The Constituency Services Division does advocacy on behalf of the ETDP SETA – they inform constituent members about all aspects of the SETA. Therefore the Learnership division does not do any advocacy.

4. Who was the target group for the Learnerships?
The Department of Education was consulted about the Learnerships and asked to identify possible learners and recruit them. Completed forms were then forwarded to the SETA who did the final selection of eligible candidates, who were then invited to induction workshops to be taken through the process.

5. Is the training for the SETA learnerships part time or full time?
Only part time

6. Is there a minimum and a maximum length of time for completing the qualification?
The Learnership has a time limit of two years.

7. Have any students been RPL'd successfully?
Not yet

8. With regards to knowledge assumed to be in place – how is this assessed by the training providers?
RPL is not in place yet – hopefully it will be in place by the end of the year.

9. Have all Learners been sufficiently literate to deal with the course material?
As Grade 12 was an entrance requirement – all learners are literate. However some need to complete Level 4 mathematics. We have revised the selection criteria to simplify this – all candidates need to have passed mathematics at least at Grade 9 level.

10. In which languages is the training available?
Mainly English and Afrikaans in some Provinces.

11. Have the training providers been given the use of their discretion for choosing the electives?
The Seta does not prescribe electives but encourages Training providers to offer the electives they are accredited for

12. Are courses presented in a modular format?
Yes – and all the training providers are accredited.

13. With regards to the training of trainers' component of the learnership – do all students have the capacity to train?
There is an anomaly here as some do not want to be trainers.

14. The ratio 30/70 for contact time of the Notional time – how do the 1200(2400) hours for the 120(240) credits fit into this in terms of course time and practical elements of the course in the ECD Site?
The ratio is seen as a prescribed guideline and the contact time is at the training providers' discretion (especially for the fundamentals)

15. Regarding mentors at the ECD Sites are there sufficient qualified people to take on this role.
There is a huge shortage of mentors. The mentor needs to have expertise knowledge of the ECD field and be on site daily.

16. With regards to finances –
- What allowances are the learners paid?
  R520.00 per month
- Does the ECD Centre receive any monies for hosting a student in a learnership in terms of the hours spent mentoring and assessing?
  No payment to the ECD Site – but free training is received by the person in training and the mentor/assessor.

17. Do the students do their entire practical at the ECD site they are employed at or are they shown to the best practice in ECD?
They are all employed at ECD sites; none have been placed in other sites yet.

18. Please briefly describe the contracts between the role-players in a Learnership?
Contract are managed by the SETA – between learners/providers, learners/ employers and employers/providers.

19. Do you have any further comments

o *The estimated success rate is 60%.*

o *The focus of the Learnership is on the ECD practitioner in the practical situation- and to give the learner the chance to acquire the knowledge that is not in place.*

Appendix 9 - Interview with WCED ECD Planner: Mrs F Johnson (retired ECD planner was interviewed telephonically as she is in Johannesburg)

Date: 12-08-04

1. How were you instrumental in initiating the project?
I met with a representative from the Swiss and recommended CECD for the project.

2. Initially the project was to train ECD practitioners with a level 4 qualification – this was altered to a Level 5 Certificate due to the aptitude of the students – where do you see these students slotting into the ECD field?
They will be employed by governing bodies of ECD Centres or as Grade R teachers at Primary Schools or open their own ECD Centres.
There are no employment opportunities within the Public Service for these learners.

3. The focus of the training has been on Grade R – in terms of the needs in ECD are qualified practitioners required for the 0-5 age group?
There is a need for this – but Social Development does not employ ECD practitioners.
Expanded Public Works Programme is looking at implementing trained ECD practitioners – possibly at Level 4. Level 5 practitioners should fall in the DOE's range – but they do not receive salaries from the DOE.

4. In terms of career pathing at which NQF levels should the students now be offered qualifications?
If the students want to eventually be employed by the Department of Education they will need to obtain a BED in Foundation Phase from the Technikon. This qualification will give them a wider perspective and the opportunity for employment with the Department of Education in Grades 1-3.

For the Technikon to give the learners credits CECD will have to consider looking at partnerships with the Technikon and the FET Training Providers.

At present there is no Level 6 ECD qualification. The SGB has not completed the Unit Standards.

Appendix 10 - FET Colleges Interview

College: Cape College
Date: 18-08-2004
Names: Truida Nieuwoudt, Bev Mole, Elmarie Geldynhys, Leonie Oosthuizen, Wilma Lincoln, Hettie Visser, Melody Marescia

1. Could you please list the courses you provide?

National Certificate in ECD (Level 4)
National Higher Certificate in ECD (Level 5)
Diploma in ECD

2. Which are Learnerships?

Level 4 Certificate
Level 5 Diploma

Which are not Learnerships?
All courses.

3. Which are offered on a part time basis?

Level 4 Certificate – Core 4 sessions of 1 week each.
Au Pair course
HIV Aids Course
Level 5 Learnership

Which are offered on a full time basis?
Level 5 Diploma and Certificate and Level 4 Certificate

4. Do you have the same course outline for Part time and full time courses – if not how do they differ

Exactly the same course outline

5. Please compare how the differences in the part time and full time course?
The main difference is the type of student enrolled for the course.
The full time course has younger, less experienced learners, whereas the part time courses are attended by more mature students who are working in the field.

6. Please describe the entrance criteria for students in the various courses?

Level 4
Has to be 16 years of age -/ passes Grade 9 or NGO students with some prior training

Level 5 Certificate
Grade 12 or Level 4

Level 5 Diploma
National Higher Certificate in ECD

7. What is your selection process? Do you use any sort of aptitude assessment?
The students fill in an Application form and they are accepted if they meet the entrance criteria.
Sometimes the prospective learners are counselled informally as to choose another career option.

NB COMMENT; OWNERS OF DAY CARE CENTRES NEED TO COME ON BOARD WITH THE TRAINING OF EMPLOYEES.

8.   Have you RPL'd any students for placement into courses?
RPL is a lengthy process so we have not done it.

9.   Have any students converted from Level 4 to 5.
Only one as she had the aptitude.

10.   What are the contact hours for the courses

3 days a week from 8h30 to 2h30
1 day a week from 8h30 to 13h00
1 practical day a week from 8h30 to 12h30
1 week practical block per term

11.   What is the length of time of the courses?
Level 4 – minimum 2 years
Level 5 Certificate – minimum 18 months
Level 5 Diploma – minimum 18 months
(MAL is often rushed at Level 5 as this is not enough time – the intrinsic knowledge is hard to give in this short time. In this time period there is not enough time to inculcate the professional side of teaching and this can be seen in certain aspects such as interaction with the children)

12.   Practical teaching Component
- How many hours of practical teaching do the students do at
  - Level 4

These are often employed at day care centres – so they are on site.
  - Level 5 Certificate and Level 5 Diploma

If not employed at an ECD Site – one day a week and one week a term.

  - Placement in schools
    - *How do you select your practical teaching sites*

We use any ECD Site who is willing to take students – i.e.; take what you can – consider logistics of travelling for students.

    - What contact do you have with the ECD Sites
      - Before practical training

Letters

      - During practical training

On site Visits

      - After practical training
Thank you letter after each practical session

  - Are the tutor teachers trained as mentors or assessors
We received funds to train thirty mentors/assessors and we offered this training to the Centres – not all accepted it.

  - What is expected of students during their practical teaching
Lots of observation – both level 4 & 5 are placed in 0-18 months (babies), 18-36 Months (toddlers) and 2-6 year olds (pre-schoolers)
As theory is done the students plan an activity and then practice it at the ECD site.
Only expect Level 5 Diploma students to run a daily programme as have found Certificate students do not manage it.
COMMENT: There is a misinterpretation of the Unit Standards by the teachers in the ECD Sites often the Learning outcomes are split – there needs to be discussion about this and practical solutions found.

- Who assesses the students

All lecturers are involved in assessing the students. Practical requirements are listed and the lecturers spend the whole day at the ECD site. However the students must present their completed planning to the Lecturer before doing it in the classroom.

Ensure there is cross planning and integrated assessment between Core, Electives and Fundamentals.

- In what form do the schools give feedback

There is a standard feedback form, which has a rubric and comments section.

13.   Course Outline:

- At the beginning of their studies do you have any programme to accustom the students to their future career

Information on career pathing is given.

- How are the fundamentals integrated

Communications and Mathematics are related to ECD – there is cross planning and assessment co-ordinated between the various lecturers.

- Which electives do you offer

Literacy, numeracy, life skills, managing an ECD Centre.

- How do ensure students have the background from Levels 1-3. (Learning assumed to be in place)

We start with Level 1

- How do you encourage students to become involved in the creative arts/music/ movement etc.

We use the talents of all the lecturers although this is the responsibility of the Lecturers of the Core.

14.   With regards to the training of trainer part of the course – do you feel the students have the aptitude to be trainers?

This particular group – yes.

15.   What is your advice to students who want to carry on with the path of Life long learning e.g.; Bed

We continuously motivate them

But

Governing bodies are not recognising the Level 5 for employment they are still looking for a Pre-primary Diploma – we need a BED ECD or will lose our best people.

Appendix 11 – Students work evaluated – (Percentage or X indicates the work reviewed)

Name	Age	Poisonous/ Non Poisonous	WC	BC	Sand & Water Play	Pts N/ Boards 5-6-03	Educational games 10-03
Abbas	21	80%					
Arendse	20	74%			70%		
Areifdien	19						
Bam	21	60%	60%	60%			
Barnard	23		90%	X	90%		
Duminy	19		40%	40%			
Esau	18						
Essop	23				90%		50%
Fritz	22				45%		
Harris	19			50%			60%
Hart	19	82%					
Jacobs	23						
Kaimana	22	68%					70%
Lawrence	23				85%		
LeGrange	20					50%	
Maree	23		70%	65%			55%
Mbanjwa	20	40%					
Mensa	21		70%		40%	80%	85%
Miller	24			100%	X	40%	
Naidoo	25				70%		
Peterson	18	84%		100%		X	
Reynolds	23		65%				
Schuurman	18						
Simpson	20			80%		X	
Souls	20						55%
Van Wyk	18		78%	90%			
Adams	21			70%			
Cloete	20	X					
Giaka	22					40%	
Smous	23	48%					

Name	FAL Test 25-4-03	Class Test 2-06-03	Anthology 25-07-03	FHD Test 19-08-03	Anthology 6-10-03	Essay	CV	MLP Test 16.10.03	MAL obs ASS	Theme File	Resource List 11-08-03
Abbas											Students Collected Materials Which were Compiled into A general Resource list For all Students
Arendse		30%						80%			
Areifdien			60%								
Bam				100%				95%			
Barnard					80%						
Duminy						58%				100%	
Esau	50%	50%		63%			X	55%			
Essop			45%				X			45%	
Fritz									X	48%	
Harris									X		
Hart	88%										
Jacobs		90%									
Kaimana			65%								
Lawrence		100%		93%%			X			100%	
LeGrange	68%				55%						
Maree											
Mbanjwa											
Mensa	38%						X				
Miller										48%	
Naidoo	64%		80%								
Peterson											
Reynolds	64%	100%									
Schuurman			60%						X		
Simpson											
Souls					60%	78%			X		
Van Wyk											
Adams											
Cloete							X				
Gaika					90%					50%	
Smous	38%										

Name	Prac Files 02-08-04	Optional Journals	Assessment Prac Teaching		Gill's Planned Visits to ECD Sites	Letter sent to ECD Sites on 29-07-04
Abbas	X		19-08-04			
Arendse			17-08-04		17-08-2004 UCT Pre-School	X
Areifdien			20-08-04		16-08-2004, Barkly House	X
Bam			10-08-04		10-08-2004 – Discoveres Educare , Tableview	X
Barnard	X		9-08-04			
Duminy					06-08-2004 Noah's Park	X
Esau	X					
Essop			06-08-04		16-08-2004 Barkly House	X
Fritz			12-08-04		06-08-2004, Noah's Prk, Wetton	X
Harris	X				16-08-2004 Barkly House	X
Hart	X				17-08-2004 Greenacres, Noordhoek	X by hand
Jacobs	X					
Kaimana	X					
Lawrence			03-08-04		03-08-2004 St Cyprian's Cape town	X and fax
LeGrange	X					
Maree			20-08-04		16-08-2004 Barkly House	X
Mbanjwa					16-08-2004 Arderne Gardens	X
Mensa	x					
Miller			18-08-04		Carmel Pre School	X
Naidoo			13-08-04		05-08-2004 Palmerston, Plumstead	X and fax
Peterson	X		16-08-04			
Reynolds	X					
Schuurman	X					
Simpson					16-08-2004 Barkly House	X
Souls	X					
Van Wyk	X					
Adams					Competent	
Cloete					Competent	
Gaika					Competent	
Smous					Competent	

Name	22-07-03 Conf Report	6-10-03 Conf Report	Student Interviews 04-08-2004
Abbas	X		X
Arendse	X		X
Areifdien	X		
Bam	X		
Barnard	X		X
Duminy	X		X
Esau	X		X
Essop	X		X
Fritz	X		
Harris	X		X
Hart	X		X
Jacobs	X		X
Kaimana	X		
Lawrence	X		X
LeGrange	X		X
Maree		X	X
Mbanjwa		X	
Mensa		X	
Miller		X	X
Naidoo		X	X
Peterson		X	X
Reynolds		X	X
Schuurman		X	X
Simpson		X	X
Souls		X	
Van Wyk		X	
Adams		X	
Cloete		X	
Giaka		X	
Smous		X	

Appendix 12 - Student Observation Matrix

Date	Student	School	Principal/Teacher
05-08-04	Riana Naidoo	Palmerston Pre-primary School	Beth Howisen
06-08-04	Romelia Duminy	Noah's Park	Mark Alford
10-08-04	Lauren Bam	Discoveres Educare	Shirley Mitchell
16-08-04	Nadine van Wyk Latasha Simpson Suraya Harris Nasiefa Essop	Barkly House, Harfield Road	Theresa Rushby
16-08-04	Mathilda Maree	Barkly House, Molteno Road	Jenny Reid
17-08-04	Rishka Arendse	UCT Pre-school	Marilyn Peterson
17-08-04	Angie Hart	Green Acres Pre-school	Maralize du Rooy

	C 1	C2	C3	C4	C5	N=10
Practical file		2	2	5	1	10
Learning mediator	1	2	2	4	1	10
Interpreter and designer of learning programmes and materials		2	3	4	1	
Leader, Administrator, manager	1	1	2	5	1	10
Scholar, researcher, life long learner		1	2	6	1	10
Assessor						
Community, citizenship, pastoral role.			2	7	1	10
N=60	2	8	13	31	6	

KEY;
C1 = 80 = VERY GOOD
C2= 70 = GOOD
C3 = 60 =AVERAGE
C4= 50 = ADEQUATE
C5= BELOW 49% = NOT YET COMPETENT

COMMENTS

Four of the students I observed are employed at the ECD Centres I visited, three as teachers and one as a teacher's aide.

I was unable to make a decision for the category assessor as the students had not yet completed this assignment.

The student who fell into the C5 Category had been ill and not prepared anything for the day I was there – suggested her practical teaching time was expanded to three weeks to ensure all the requirements were met.

The student who was awarded the two C1's has a real aptitude for teaching. I observed in the class she teaches in, a group of 3 year old children. She had made a huge effort and was relaxed and really enjoying teaching her class.

One student I observed twice, first at the ECD Centre she teaches at and then at Barkly House where she was moved for her second week of Practical teaching. I did not evaluate her at the second ECD Centre.
All the students I observed should obtain competency if they work hard and keep at it during their practical teaching sessions.