

EXPLORING NEW FOCUSES IN EARLY CHILDHOOD
DEVELOPMENT - A STUDY OF NON-FORMAL
TRAINING AND PROVISION APPROACHES

SUBMITTED BY

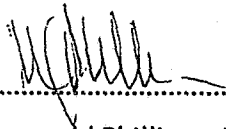
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A Research Report submitted in partial fulfilment of the requirements of the Degree of Masters in Education (Adult Education) at the University of the Witwatersrand.

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Declaration of Independent Work

I hereby declare that this report is my own unaided work towards partial achievement of the Masters Degree in Adult Education.

A handwritten signature in dark ink, appearing to read 'Maureen', is written over a horizontal dotted line.

Maureen Fitzgerald Phillips - February 1998

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For many reasons this has been a work long in the making. I thank all those who have walked so patiently with me; my family, Judy Scott-Goldman, Claire Glover, Denzil Russell as well as Gerry Salole and all my colleagues for believing in me and for the opportunity given me to be creative and to learn in the Kopanang Project.

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ABSTRACT

This research report explores changing trends in the training of early childhood development (ECD) workers by non-formal resource and training organisations in the Free State and former Transvaal. The report analyses previous research on ECD training, conducted in part by the author of this report on behalf of the Centre for Continuing Education at the University of the Witwatersrand as well as an audit of training offered by ECD non-governmental organisations (NGO) conducted by the Joint Education Trust, a major funder of ECD NGO's. The author's involvement in a project piloting new approaches to ECD training and services, served as a further tool with which to analyse the relevance of existing work by ECD NGO's to the situation of young children and their families in South Africa. The analysis was conducted by superimposing a set of key questions on the documents identified. The current non-formal training offered was found to still be weighted towards supporting the running and management of centre-based pre-schools where the main focus is on young children's cognitive development and physical care, while the often brutal realities of life of South Africa's young children calls for a much more comprehensive, integrated and strategic approach to improving children's overall well-being. The report raises concerns about the limitations of continuing with such approaches and makes suggestions as to how training and provision can become more responsive to people's needs and strengths.

KEY WORDS

Early childhood education	Non-formal education
Pre-school education,	Lifelong learning
Child development centres	Educating for sustainable development
Early intervention	Social change Community development

GLOSSARY

Centre-based Provision Services offered to children at a centre which might be a custom designed building, a community or church hall etc.

Children with Special Needs Includes children with special academic and learning problems, physical health problems, emotional concerns and particular social needs

Curriculum Includes all aspects of teaching and learning

Curriculum Development A generic term for the development of learning programmes, learning materials, lesson preparation etc.

Early Childhood Development (ECD) An umbrella term which applies to the processes by which children from birth to at least 9 years grow and thrive.

ECD Services Refers to programmes offered directly to young children and their families by practitioners. These can be offered in a variety of locations including primary schools, ECD centres, community centres, homes etc.

Educare A term referring to the provision of education and care of children from birth to age 6. This term has been superceded by the term Early Childhood Development.

Home-based Provision Can be interpreted to mean services to children offered in the home of eg. a child-minder who may take care of up to six young children

in her home or it may mean services rendered to families who have young children.

Inter-sectoral Different sectors or departments such as health, education, housing, rural development etc. Inter-sectoral collaboration refers to both government and non-government action strategies.

Learning Programmes A fairly detailed guide for learning. It contains specific outcomes as well as suggested subject matter, methodologies and materials for achieving those outcomes. It also contains guidelines for how achievement of an outcome can be assessed.

Levels Positions on the NQF where national unit standards are recognised and qualifications are awarded.

Multi-dimensional Services A range of generic social services with the focus on appropriateness

Multi -disciplinary Collaboration between different professional disciplines

National ECD Pilot Project Refers to the pilot projects being introduced by the Department of Education as the first step towards the implementation of a compulsory Reception Year programme throughout South Africa.

National Qualifications Authority (NQF) Framework for providing lifelong learning opportunities utilising nationally recognised levels.

Non Governmental Organisations (NGO's, CBO's, MBO's) Refers to all non-governmental, non profit organisations which are concerned with the betterment of society or the individual. Includes a wide range of organisations such as community based organisations (CBO's) and mass based organisations (MBO's).

Outcomes Based Education An approach to education which emphasises the importance of what a learner is competent to do at the end of a learning experience.

Practitioners The term refers to all ECD education and training development practitioners and encompasses the whole spectrum of ECD trainers, facilitators, lecturers, caregivers, development workers etc. including those qualified by their experience and who are involved in provision in homes, centres and schools.

Projects Refers to community based initiatives to provide services for young children. Implies community management and control of service.

Programmes Refers to any series of activities aimed at promoting the development of young children, either directly or indirectly.

Service Providers and Resource and Training Organisations (RTO's) Refers to institutions providing training and resources for practitioners.

Social Development The ultimate objective of social development is to bring about sustained improvement in the well-being of the individual, family, community and society at large. The reduction or eradication of mass poverty,

inequality, and conditions of underdevelopment are widely accepted indicators of social progress. The dimensions of social development are social welfare, health, education, housing, urban and rural development and land reform etc.

Social Development Workers Different categories of social welfare and other personnel used to perform both specialist, generalist and developmental roles who may receive either formal or non-formal training and who may be accredited by an approved authority.

Sustainable Development A process in which basic needs are met immediately whilst at the same time increasing the ability of future generations to meet their own needs.

CHAPTER 1

INTRODUCTION

The field of ECD in South Africa has been characterised by overt neglect by the State, in the area of provision as well as in the area of teacher training. The state has in no significant way provided for or supported the care and education of young children, nor has it adequately supported those (parents, communities and non-governmental organisations) who have attempted to do so. In many instances it has even been openly hostile to such initiatives, as with the continuing unfavourable tax status afforded NGO's.

This has remarkably however, not resulted in a situation of inertia. On the contrary, what emerged has been a richly innovative and independent, non-formal field which has paradoxically been fortunate not to have suffered the constraints and regulations under which the formal education sector of the previous government had to labour.

Rickards, (1989:3)¹ justifiably comments

'Interestingly, it is this massive state neglect that has given to those working for early childhood education an unusual opportunity - a near pristine canvas on which to paint the brightly coloured picture that we want to see'.

¹ Where page numbers are not included in references to unpublished materials, it is due to the fact that this material was destroyed in an extensive fire in December 1994.

The pictures which have been painted have for the main however, remained locked within the narrow genre of centre-based provision, resulting in limited numbers of children benefiting from intervention, with initiatives having minimal impact on children's overall development and the long term sustainability of this form of provision, remaining fragile.

Growing evidence that support in the early years makes a marked difference in the young child's ability to succeed at school and in later life, has given rise in quarters outside of the state to a sense of urgency with regard to the provision of early learning opportunities, particularly for children disadvantaged economically and educationally by apartheid and considered as falling into an 'at-risk' group.

Considerable effort and resources continue to be channelled into the above today. However, frustration with the limited numbers of children being reached, the limitations of addressing only the educational and care aspect of a child's development, coupled with the short-term sustainability of most provision, has prompted a relook at strategies of intervention. This report addresses the question of whether the future holds any better answers based on present attempts to serve young children.

The report examines past and present strategies of the most visible and influential actors in the Early Childhood Field, namely the Resource and Training Organisations, and assesses whether the training which is currently being offered by them, furthers in any meaningful way, initiatives to make a real difference in the lives of young children beyond the development of some cognitive skills and the ensuring of physical safety whilst in care.

The report examines 28 Case Studies of RTO's in the former Transvaal and Orange Free State which were commissioned by the Liberty Life Foundation and conducted by the Centre for Continuing Education at the University of the Witwatersrand during 1993, in an attempt to assess gaps in the services offered by RTO's. The case studies present the manner in which RTO's were addressing the needs of the field at that time.

An audit of the activities of RTO's during 1996, conducted by the Joint Education Trust, a major funder of ECD RTO's, to assess the impact which RTO's have had to date, updates this picture, while the experiences of the Kopanang Consortium Pilot Project to explore more cost-effective and far reaching strategies for children's development, further illuminates the enquiry.

The report analyses the two sets of documents mentioned above viz the WITS CCE and the JET Audit by superimposing a set of questions on them and then goes on to answer those same questions with regard to lessons learned from the Kopanang Pilot Project.

A significant dimension of the evolving strategies of some RTO's is the choice to target those adults who make decisions about young children or who in any way have influence over their lives. This includes parents, care-givers, teachers, policy makers, implementers and sometimes older siblings and is not restricted to an educational framework only. This has inevitably involved the introduction of adult education thinking and methodology into ECD but has also brought about a visible shift in the primary focus of many RTO's from a child-centred (provision focused) to an adult-centred (training which informs provision) approach. This factor places the study firmly in the field of adult education.

The report to some extent highlights the strengths and weaknesses of ECD approaches in an environment which calls for the urgent, strategic and careful use of available resources in the face of immense social need.

The main questions which the research addresses are:

1. How have RTO's approached Early Childhood Development training and support as reflected by the case studies in 1993?
2. What did RTO's participating in the WITS research indicate as important training focuses for the future?
3. Does the JET Audit conducted in 1996 indicate any significant change in direction and if so, in what way?
4. What adult education approaches are reflected by the directions taken?
5. What are the lessons of the Kopanang Pilot Project with regard to ECD training?

The methods used in answering the above questions have been:

- a meta-analysis of particular aspects of the case studies and the JET Audit which relate to training and the future aspirations of the RTO's
- a brief analysis of adult education approaches used by RTO's
- the experiences of the author in the ECD field in general and of the lessons of the Kopanang Pilot Project in particular.

The WITS Centre for Continuing Education Study

The following excerpt from the foreword to the Overview Report on twenty eight case studies of Non-formal Training Organisations in the former Transvaal and Orange Free State, provides a concise background to the study:

In 1992 the Liberty Life Foundation funded a pre-school participatory research study in the Centre for Continuing Education, University of the Witwatersrand, designed to illuminate the training offered by Early Childhood Education agencies in the Transvaal and Orange Free State. Through the use of a participatory methodology, twenty eight Educare Agencies wrote their own story thus allowing for the unique ethos of each agency to be portrayed. The case studies formed the basis of a summative report....which provides an overview of the main trends in the Educare field within the region. (Phillips and Wentzel. 1993: i)

The framework of the case studies is included as Appendix 1. The above research was commissioned for the following reasons

- to document the diversity of training offered by RTO's
- to allow the RTO's to self reflect
- to present an overview of the main trends in the ECD training field
- on a wider scale, to provide a first level of analysis from which to conduct further enquiry into ECD training (ibid:5)

The Joint Education Trust Audit of Early Childhood Development Projects

In 1996, the Joint Education Trust, a major funder of ECD work in South Africa, conducted a broad audit of the activities of JET funded ECD RTO's.² The audit was conducted in order to assess the impact of the work of ECD RTO's funded by JET on the ECD field.

Eleven of the organisations who participated in the WITS study are also covered in the JET audit. This updated picture of the current activities of those ECD organisations, is a useful mechanism of assessing the direction in which ECD services generally and those who are covered by both sets of research, are presently heading.

This report compiled in 1996, pays tribute to the NGO Community who has

developed expertise and models of ECD programmes which today remain assets for a democratic form of development (Sehoolo 1996:5)

and which include

innovation and creative experience with regard to programme planning, curriculum design, teacher training and accreditation as well as innovative ways of providing ECD services to children. (Ibid)

The audit raises awareness to the fact that huge amounts of money have been spent by the private sector and foreign donors in the field of ECD and to the fact

² The author of this report compiled the information submitted to JET on behalf of one of the organisations covered by the audit viz. Home Instruction Foundation which offers the HIPPY Programme

that the situation is not set to change with the advent of the new government. No documentation exists with regard to exactly how much has been spent nor to how effectively this has been done. The JET Audit is an attempt to both document and analyse the financial support to the ECD field in order

to avoid duplication of efforts and to ensure that the limited resources available are used in the most efficient ...ways. (Ibid)

The fifty four JET funded agencies involved in the audit represent

81% of the total number of NGO's involved in the training of teachers in the ECD sector. (Ibid)

The Kopanang Consortium Project

The Kopanang Consortium project was started by the Kopanang Network of Training Agencies in 1994³ as a pilot project which attempted to explore new approaches to Early Childhood Development services and supportive training in the Free State Province. The project was set up with funding from the Van Leer Foundation.

Kopanang brings together:

- Lesedi Educare Association in Westrininster
- Educare Development Trust in Bloemfontein
- HIPPY SA in Bloemfontein

³ The author of this report was involved in initiating the Network, serving as Chairman of both the Network and later of the Consortium until October 1995 when she was appointed by the Consortium as Director.

- Ntataise in Viljoenskroon
- Kgutlo Tharo in Sasolburg
- Ntsoanatsatsi in Qwa Qwa
- Tshepang in Bethlehem
- Ikemeleng Trust - the former regional IDT conduit and present development agency
- South African Congress for Early Childhood Development (SACECD) - regional mass-based ECD organisation

and one hundred and thirty nine projects from all over the Free State in a pilot which is exploring different approaches to training and provision in the Province.

The project approached the above through re-examining understandings of the best way to respond to the needs of children and families in the province. An integral element of the pilot was a commitment to building on people's strengths rather than on focusing on their weaknesses within the environment of the child, which was hoped might have more far-reaching effects than what had been attempted in the past. Kopanang is also a pilot in the region with respect to ECD organisations working together on a joint project based on a joint vision.

The Kopanang Consortium Project was started in response to a set of conditions in South Africa which required all Early Childhood Development actors to consider with urgency:

- that vast numbers of children were still outside of the provision net in spite of years of work by Resource and Training Organisations in the province

- that the costs of providing for young children in the ways practised up to now were high while the long term impact was not significant enough in terms of young children's overall development, to use as a strategy for replication or going to scale
- that efforts towards young children's overall development needed to be focused where the need was greatest viz, those areas which lacked infrastructure, income from employment and where people lived outside of the framework of traditional support structures - mostly in so-called informal settlements and rural areas
- that any efforts towards improving the situation of children needed to be co-ordinated under a joint vision and implementation plan, bringing in as many roleplayers as possible so as to avoid duplication and be as cost-effective as possible.
- that the predominance of the centre-based model - with the implication that any other provision was sub-standard, was not necessarily justifiable nor the best approach
- the limitations of an ECD provision approach for children and families which does not take into account the whole living environment of the child
- the limitations of available ECD training which focuses rather narrowly on the education and care of young children outside of the home and does not equip the practitioner to address the other factors impacting on a child's life.

Kopanang started out with an active attempt to address these issues by encouraging two types of provision :

- playgroups
- and a family support programme

Both of these were modelled, in terms of programme content, on the commonly known centre-based model and on a well known home visiting programme, but within the Consortium's piloting, there were clear differences between the implementation of models depending on where, when and by whom they were established. This variety was seen as an innate richness of the pilot.

With time, this situation was interrogated as it became clear that it was not possible to limit enquiry to only one aspect of ECD provision viz. the locality where provision took place or the delivery system that was used. Ownership of learning, the issue of long term sustainability of initiatives, the cultural appropriateness of provision and the feasibility and consequences of using models developed outside of the framework of users, all came into question and had to be looked at more closely.

The result was a shift in emphasis from developing so called 'alternative models', to an approach which asked of parents and other care-givers the following questions:

- what can you do?
- what do you know?
- what do you have?
- what have you used?

that worked for you as a child and can promote the development of your children and that you can sustain with limited external support?

The answers to these question are the 'models' or rather, the themes or approaches that have emerged from projects.

- Reviving a culture of 'ableness'
- Mobilising community resources
- Neighbourhood-based provision
- The learning opportunities in a day of a parent and young child.
- Unpacking the 'ECD suitcase'

A further realisation centred around the need for initiatives to be of such a nature that they could be further developed and sustained by the users of the service, viz. the parents of young children, not merely in terms of the sustaining of ideas but also in terms of financial sustainability. This approach is based on the widely held view that the education of young children before they start school is informal, play and basic life-skills orientated and is comfortably and realistically within the realm of parent's capabilities to address. It therefore rejects a growing perception that Early Childhood Development lies within the realm of experts, while it acknowledges that the sound development of children who are in the care of surrogates, must be ensured and protected, predominantly by the parents who have placed their children in the care of such surrogates.

Limitations of the study

A limitation of the study is the fact that while 28 RTO's formed part of the initial study, 11 of these were covered by the JET Audit and only 4 of the original study have been involved in the Kopanang Pilot Project. It is the opinion of the author that this is not a major limitation as overall trends are still visible.

A further limitation is that the author has been intensively but not exclusively involved in so-called 'alternative' ECD projects since 1989 and that this may have given rise to subjectivity and a degree of bias with regard to ECD approaches.

Theoretical Framework of the Research

The author's understanding of child development is an eclectic one based on the child development ideas of Piaget, Montessori, Vygotskii and Feuerstein among others. The development of the child is seen as a multi-faceted process whereby different aspects of the child develop along parallel lines and where various environmental factors can play a crucial role in determining the quality of or accelerating the child's development. This viewpoint is widely acceptable in the ECD field in South Africa today. Where the author moves on from this viewpoint, is in the belief that the child's development cannot be separated out from the environment in which the child finds him/herself and that if we are intervening in the development of young children, the entire reality of the child must be taken into account by our interventions. This factor becomes an important part of the analysis of the training approaches of RTO's in the study.

The author's preferred approach to adult education is a combination of the theories of Stephen Brookfield and Paolo Freire. Within these there is place for personal growth and transformation in the lives of the teachers, care-givers and parents of young children and indirectly in the lives of children themselves. In addition there is space for much needed educational and social transformation.

The report provides details of how the research is structured and what the outcomes were. It further makes recommendations regarding ECD strategies for Resource and Training Organisations for the future.

CHAPTER 2

A REVIEW OF RELEVANT LITERATURE

The review of literature attends to the main research questions by illustrating the context in which Early Childhood Development training has developed in South Africa. It also provides an overview of international perspectives on the topic. The relationship between ECD approaches in South Africa and contemporary Adult Education theory is also explored.

International Trends in Early Childhood Development

The Bernard Van Leer Foundation has been a major international actor/funder in the field of Early Childhood Development over the past 25 years. Its present programmes provide financial and professional support to experimental and innovative projects that develop low-cost community-based approaches in early childhood education and care. In this role, it has contributed significantly to a worldwide body of practitioner-based and documented knowledge and information which it has made available on a large scale. Its projects have in turn been influenced by thinking and activity inside and outside of the Foundation's Network.

A closer look at publications, articles and international seminar papers disseminated by the Foundation, indicates a cohesive shift in emphasis in ECD thinking and the development of a new context, based on the collective experience of participants all over the world.

The Foundation's national and international seminars have aimed at capturing the realities and developing the thinking of the field towards formulating relevant policy.

Themes of seminars over the years clearly indicate a shift from the detail of focused teacher training and provision to a broader view expounded on in more detail below. They include:

- Seminar on Curriculum - Jerusalem 1972
- Seminar on Innovation - Curacao 1974
- Seminar on Sustaining Change - Malaysia 1977
- Seminar on Parent and Community Involvement - Colombia 1979
- Seminar on Integrated and Early Childhood Education - Zimbabwe 1981
- Seminar on Multi-cultural Societies - Spain 1984
- Seminar on the Parent as Prime Educator - Peru 1986
- Seminar on Children at the Margin: a Challenge for Parents, Communities and Professionals - Australia 1987
- Seminar on Child Development in Africa: Building on People's Strengths - Lesotho 1991

The fact that seven large RTO's in South Africa have been Foundation assisted (some for as long as sixteen years) is indicative that local ECD actors have had access to, and have to varying extents been influenced by ideas such as these, which have been disseminated through the Foundation's Network.

To take a world view of ECD implies a sometimes sharp departure from the occasionally cosy universe of sandpits and modelling clay. When viewed from this perspective, involvement in ECD becomes a mutual process, affecting children and adults, building skills and competence in all parties...(Bernard Van Leer 1988:3)

One of the core principles underpinning recent Foundation literature is the notion of interaction rather than intervention. This approach together with the ideas captured below, reflect principles of transformatory Adult Education .

With the pre-school child and his or her needs as a focus and optimal development as the aim, action should deal with a series of widening concentric circles; the care-giver, the family, the micro-community and the macro-community....to surround the child with a coherent educative community...This implies work with people rather than for people, aimed at habilitation and autonomy rather than dependence, skill and knowledge transfer rather than manipulation by guarding professional mysteries....integrat(ing) all the human resources of the community through active participation. (Philip and Chetley. 1988:90)

What is also implied is a conscious shift from attempting to address the child at first level, to addressing the child's environment and the most basic and integral of relationships, that of parent and child.

Reinforcing the above, the India Case Study on the Integrated Child Development Services of Hamari Anganwadi, presented at the Sibaleni Nathi Conference in Cape Town emphasises that

convergence of services is essential to address the inter-related needs of children and women in a comprehensive and cost-effective manner.
(1997:34)

A country policy statement for South Africa published by the Van Leer Foundation (1992/3) in which the funding policy of the organisation is set out clearly, indicates a major shift in focus towards high impact approaches where they are needed most.

Myers (1990:80-83) presents a comprehensive programme framework for ECD. A consideration underpinning this framework is:

the need for complementary program approaches linked to different environmental levels influencing development

while the need is clear for balanced approaches which

1. Attend children directly
2. Support and educate care-givers (parents, teachers, etc.)
3. Promote community development
4. Strengthen institutional resources and capacities
5. Strengthen demand and awareness (Ibid)

He further comments that 'although all five approaches are intended to enhance early childhood development, each is directed toward a different audience'.
(Ibid)

Schorr (1988:xviii) comments that as she read journals, papers and books on the subject, she was astonished at how much was known about children's development, but dismayed at

how little of this knowledge was being utilised to change the prospect for the children growing up in the shadows

She attributes the gap between knowledge and action to traditions which

segregate bodies of information by professional, academic, political, and bureaucratic boundaries

Tizard and Hughes (1986: 266-267) suggest that children's learning in the home is far richer and more complex than what has previously been supposed although the home environment may not be especially educational.

while it is obviously useful for children to learn colour and shape names, focusing on this task may lead to a neglect and underestimation of their deeper and more complex interests.

They also propose that what parents as primary care-givers might need, is not training, but information and a forum for sharing experiences.

Review of South African Literature on ECD

This section traces the background to ECD approaches in South Africa. It indicates similar patterns to those portrayed internationally.

Most of the literature from the 1960's regarding early childhood education relates to provincial ordinances regarding standards of provision for young children in the form of creches or nursery schools.

Webber (1978:96) gives a concise if bleak outline of the development of pre-school education in South Africa from 1930 to 1977. She also predicts the important impact that the work of the Van Leer Foundation would have on thinking in the country.

'The work and research carried out at these (Van Leer supported) centres should be of inestimable value in extending knowledge of conditions prevailing among the children and their homes and offering suggestions for future planning'

Short and Biersteker (1976) and Short (1977) lead the way for some new thinking around early childhood development in the 1970's. ECD is portrayed as a means of addressing the legacies of apartheid. There is strong support for the setting up of provision, and an insistence on an educational component to day care for young children. Distinct correlations are manifested between ECD intervention and later school performance and there is a clear link to the Head Start Programme (a component of the War on Poverty) initiated in the United States.

The literature of the 1980's indicates a turning point. ECD initiatives were impacted on by political developments in the country, where the major activity was taking place in the Western Cape and to a lesser extent in other urban

centres through Resource and Training Agencies which grew out of projects eg. Vumani, Early Learning Resource Unit and Grassroots.

Short (1982, 1988), Van Der Merwe (1984) and Fullard (1986) acknowledge the fact that the training of educare workers is crucial to the quality of provision services; that most educare workers have no access to an already limited set of training opportunities on a formal level; and that a system of non-formal training must be established to deal with the above. These indicate the start of a shift in focus from child to adult, with adult essentially interpreted as surrogate care-giver.

New ideas are also captured in papers from a conference held in 1984 entitled 'Where are our Children going? Impending Changes in Early Childhood Education and Care' convened by the South African Association of Early Childhood Education. In a paper to this conference, Conacher (1984) picks up on the issue of the training of trainers as an important dimension to improving both access and quality.

Van den Berg and Vergnani (1987) editors of a series of articles entitled 'Door to the Future: The Pre-school Child in South Africa', make definite links to international thinking on ECD and the possible implications for South Africa. They include in the collection, an article by Arango and Nimnicht (1987) entitled 'Implementing Alternative Programmes for the Development of Young Children: A Challenge for Social and Economic Development' which points the way forward to a more holistic approach to ECD by taking into account and attempting to impact on, the total environment of the child with a shift from

school readiness to whole child development, from specialised cognitive development, to a more encompassing approach to young children.

The 1990's see a move towards the recognition of a holistic approach to ECD. At one level, management committee training and parent education are recognized as an important complementary component to non-formal teacher training; while at another, primary health care education and basic information on nutrition aimed at care-givers, parents and communities are also accepted as being crucial to child survival.

Case studies conducted by the Wits Centre for Continuing Education during 1993 on twenty eight RTO's in the former Transvaal and Free State, reveal strong, but not necessarily implemented commitment to the above as well as to the use of adult education methodology in the training of ECD workers. A more recent report by the Joint Education Trust (1996) based on a self-audit by JET funded projects, reveals that the present focus of Early Childhood Development training organisations is on the professionalisation of the field.

As if ratifying the ideas and policies being generated internationally and reflecting the general move toward multi-disciplinary approaches, a series of national investigations confirms the need for a stronger and more comprehensive focus on the total environment of the child. The capacity of communities to assume responsibility for the well-being of their own children means that communities need to be able to challenge poverty, homelessness, poor sanitation, lack of clean water, malnutrition and the absence of adequate health care services.

Short (1992) and Biersteker (1993) provide first level research, based on which RTO's, ECD providers and policy makers can develop coherent strategies.

The National Education Policy Investigation's (1991) report on ECD, affirms these ideas as does research commissioned by the National Educare Forum (1994) and the World Bank Report on ECD in South Africa (1994).

Prior to and during the period of political change in SA, all provinces were called upon by provincial strategic management teams to present submissions on ECD in order to inform policy. Two such submissions namely from Gauteng and Free State (1994), both emphasise the need for training approaches which target a variety of primary care givers who range from teachers, child-minders, parents and grandparents, to older siblings.

Similarly, the Education White Paper (1995) highlights the need for broader community based and influenced initiatives in the servicing of young children..

On a provincial level, a strategic planning exercise of the Free State's National Educare Forum structure, the Ikemeleng Trust (1995/6), indicated that one of the initial commitments made by it in its disbursement of Independent Development Trust funding to the ECD field to promote the sustainability of ECD projects and of reaching the poorest of the poor, had not been achieved to a great degree because the focus and mechanisms of such funding were too narrow and linked the notion of sustainability too closely to money, being further, child-focused rather than adult focused, while adults were generally the decision makers and environment creators where young children are concerned.

The above underpin the notion of ECD having moved into a different arena, one which is supported by Nkomo (1991:311) as being an appropriate approach.

These bodies of knowledge, histories and their attendant realities should become integral parts of a democratic wholesome epistemology. Otherwise the epistemology can only be partial or sectarian, and can claim no more.

Alexander (1988) captures the potential of the ECD field as well as the urgency surrounding its transformation, in the following:

This is an area not yet occupied by the Government, or even by the ruling class defined more broadly. The need for creative pre-school people to come together in order to formulate a comprehensive and realistic strategy and to draft a programme of action..... has become urgent in the extreme.

The Adult Education context to ECD

Brookfield (1985:44-49) offers in my view, a definition of Adult Education which is congruent with the approach of the RTO's involved in this study. He identifies a number of fundamental principles such as assisting adults to develop:

- control over their lives
- critical awareness
- an internal change in consciousness
- a sense of personal power and self worth

In addition, the use of methodology appropriate to the above mentioned principles, which includes participatory learning techniques, experiential learning, practical application of skills and self-evaluation, is suggested.

Freire (1985:45) however, advocates that

- education is not neutral
- dialogue is the preferred methodology of adult education
- radical transformation is the desired outcome
- relevance is a critical factor
- problem posing is an integral element of the process
- any action must be followed by critical reflection so as to constantly test relevance.

Such an approach inevitably takes us closer to the position which is proposed by more comprehensive approaches to ECD, viz. that the entire ECD environment needs transformation

In support hereof, Wildemeersch (1990:60) in an article entitled 'The Principle Meaning of Dialogue for the Construction and Formation of Reality', cautions against current orientations in experiential learning which

take us down the route of individualised learning and self direction at the expense of other concerns... where we are less able to engage in the transformation of our reality and more likely to get caught up in the imperative of the status quo.

In the South African context where ECD has been a marginalised field for so long and where practitioners have struggled and are still struggling for recognition, both imperatives can be considered to be valid as long as they remain balanced.

In his article 'Post-Freirean Adult Education: A question of Empowerment and Power', Zacharakis-Jutz (1988:44), argues that 'Adult Education, professionalised, is losing its creativity as it becomes more and more identified as being a discipline, as opposed to its multi-disciplinary heritage'.

The same could be said of ECD, as the formalising of this area of activity threatens to take it out of the realm of a legitimate and normal parent activity of providing for children - emotionally, intellectually and physically, and strictly into the realm of a professional service offered by 'experts.'

Implied also by this statement is that a body of technical and weighty literature is emerging which defines, reduces and expands on, but unfortunately at times and for some, also thoroughly confuses and intimidates by its highly academic nature. A strong point of the indigenous non-formal Early Childhood field in South Africa, is that most of its literature has remained closely aligned to practice. This is due to its being documented and written about mostly by practitioners, keen to share their experiences in the hope that these will be disseminated with resulting benefit to the young child, or out of the need to convince potential service recipients or funders of the worth of their ECD initiatives.

Few heavy weight publisher's names will be found here. Mostly in-house, low-cost literature is available. This is not to imply a theoretical deficit. Rather, this is theory and practice in the making, built upon trials, tears, successes and failures.

Evidence hereof can be found in an assessment of programmes and strategies for 0-4 year olds conducted by Biersteker (1997). This study documents programmes for young children which have been initiated from a responsive and exploratory framework. Such an approach of observing and learning from practice, holds positive potential for ECD programme and training course development.

CHAPTER 3

RESEARCH DESIGN

The purpose of the analysis as has been stated in the introduction to this report, was to establish the direction that Early Childhood Development Resource and Training Organisations are taking and would like to take, through the training they are offering and to measure these against lessons learned from the Kopanang Consortium pilot project.

The main questions which the research addresses are:

1. How have RTO's approached Early Childhood Development Practitioner Training as reflected by the case studies in 1993?
2. What did RTO's participating in the WITS research indicate as important focuses for the future?
3. Does the JET Audit conducted in 1996 indicate any significant change in direction and if so, in what way?
4. What adult education approaches are reflected by the directions taken?
5. What are the lessons of the Kopanang Pilot Project with regard to training and provision in ECD?

The methods used in answering the above questions have been:

- examining the training approaches of twenty eight RTO's in ECD (case studies)
- examining the stated aspirations of the RTO's (case studies)

- examining the directions RTO's have taken by means of a later study (JET Audit)
- highlighting the aspirations of RTO's against the directions they have taken
- assessing the adult education approaches represented by the training
- comparing what has been identified as important for ECD provision and training from the experiences of the Kopanang Pilot Project

In order to achieve the objectives, the study focused on:

1. Twenty eight case studies⁴ conducted with ECD Resource and Training Organisations in the former Transvaal and Free State during 1993
2. An audit of Joint Education Trust⁵ funded Resource and Training Agencies conducted during 1996

which are underpinned by:

3. reflections on experiences in the Kopanang Pilot by the author of this report. The aims of the Kopanang Project have to do with the piloting of so-called 'alternative approaches' to ECD. Essentially they have emerged out of a need to address the problems of:

- cost
- access
- quality

⁴ The case studies were an attempt to assess gaps in the work of ECD training agencies with a possible view to addressing them in some way but also to form the basis of future research

⁵ The JET Audit documents the training activities of Resource and Training Organisations which are funded by the Trust with a view to assessing the impact of the work of those organisations.

- and sustainability

in Early Childhood Development services. In attempting to explore solutions to these problems, Kopanang has had the freedom to examine issues within minimal constraints.

The author of the report was involved in the writing up of eight of the above mentioned case studies and was co-author of the final overview report.⁶ This involvement, together with four other factors, viz. that:

- twelve of the original twenty eight RTO's involved in the WITS CCE case studies form part of the JET Audit
- four (out of the above-mentioned eight) of the RTO's involved in the original case studies are presently involved in the Kopanang Consortium Pilot Project
- the author has been directly involved/employed in two of the above four projects since 1989
- the author has been directly involved in the Kopanang Pilot Project, firstly as Chairman from October 1994 and then as Director from November 1995 to date

makes for an integrated and closely knit study.

The Meta-Analysis

Walken (1986:103-116), suggests that case studies are conservative, primarily documentary and descriptive in nature and that they enbalm what is established

⁶This involvement was based on extended involvement in both the early childhood development field as well as studies undertaken in the field of adult education.

practice simply by describing it. This is not to imply that case studies as educational research method are not valuable, but he does provoke with the idea that

it is a mistake to think that the case study is a mirror, rather than to acknowledge that it is a cumbersome and primitive plate camera that we have scarcely learnt to handle

As such its outcomes, beyond the capturing of a truth, are fruitful only if followed up by additional scrutiny and interpretation and the addition of updated information. The overview report on the case studies achieves this to some degree, but it is the purpose of this study to conduct a further analysis of the case studies, in order to understand present directions in ECD. The overview report itself acknowledges the fact that the case studies should be seen as first level research and it expresses the hope that they will prompt further enquiry in the future.

Light and Pillemer (1984) propose that the best way to improve new research is to improve our ability to synthesise information that already exists.

The development of meta-analysishas provided researchers with another valuable analytic tool for reviewing results of past research.

This is particularly pertinent when the research which is being analysed is one's own, as is partly the case here, where the opportunity arises to re-examine past findings in the light of new information and to carry these through to illustrate present decision making

Although this method is generally associated with quantitative research, it does have application in our context as well in terms of building on first level research, such as the case studies and audit under discussion.

Two sets of documents, namely the WITS CCE Case Studies and the JET Audit were the subject of analysis which drew out the main features of the training offered by the participating RTO's at two different periods in time. This was possible due to the fact that the case studies had examined closely the nature of training offered by the RTO's involved in the WITS Study (see Appendix 1) by asking for detailed information around training content and methodology. The JET Audit backed this information up by providing a concise summary of training offered.

Through this approach it was possible to draw out particular aspects of previous work by the author, of interest at this time, which could assist in illuminating the background to present situations and choices.

This was done by asking the following questions of the documents:

- What type of training is reflected by the case studies and at what level is it offered?
- What are the future plans of RTO's as stated in the case studies and what does this imply for the training they offer?
- What does the 1996 JET Audit indicate with regard to the training approaches of RTO's given that the training of care-givers is the strategy employed by RTO'S to address the needs of young children in the country.?

The above were then looked at against the backdrop of relevant lessons learned from the Kopanang Pilot Project.

Some conclusions were also made about the nature of the adult education approaches employed by the RTO's.

No follow up was made on the other 16 organisations not reflected in the JET audit but involved in the WITS research. Some organisations have changed their names and some have ceased to exist. In addition, four of the case studies involved in the initial WITS research are covered by the JET audit and are also partners in the Kopanang Consortium Pilot Project. In this sense they represent a microcosm of ECD activity in the country.

It must be acknowledged that no in depth scrutiny of the content of training courses over the period covered by the JET Audit, namely 1994 and 1995, has been conducted. Rather, the generalised yardstick of the 'levels' approach which is used by RTO's themselves to describe their training, is used. The levels approach assumes that the following areas of learning are covered:

- Work with children
- Work with adults/oneself
- Work with systems

The weighting towards one or other of the above and the interpretation of the content deemed to be appropriate, is at the discretion of the RTO but generally most attention is given to working with children.

The levels approach emerged out of attempts by the then South African Association for Early Childhood Educare (SAAECE) whose work has been continued by the South African Institute for Early Childhood Educare (SATECE) under the auspices of the South African Congress for Early Childhood Development (SACECD), to promote the accreditation of courses and centres and the certification of learners. (See Appendix 2 - Information on Accreditation of Courses)

The advent of the South African Qualifications Authority (SAQA) and the National Qualifications Framework (NQF) appears to have strengthened this situation at the time of writing.

Reflections on experiences as a practitioner in the ECD field

In 1994, a Network of ECD Training Agencies in the Free State, including four of the agencies involved in the Wits CCE Research, established the Kopanang Consortium Pilot Project which had as its principle aim the exploring of alternative approaches to early childhood development. The Consortium presently has six members and a seventh is involved informally. This represents the total number of RTO's in the Free State.

The experiences of the author of this report, on eight years of varied practice in the ECD field and of three years of involvement in the Kopanang Pilot Project, have informed the critical issues of cost, access, quality and sustainability. The above are underpinning principles promoted by many of Government's policies and implementation plans in South Africa today.

Reflections on the Kopanang experience also inevitably inform the insights of the analysis. These reflections were developed over time as new understandings about ECD were documented in the form of newsletters and reports for circulation to funders and the field and were articulated in presentations to forums seeking change and innovation. Workshops were held with Kopanang staff and Consortium partners to capture and concretise the developing understandings of how ECD should be approached, based on experiences in the field with the 139 projects in partnership with the Consortium. In 1997, an external evaluation of the project was conducted (Newman and Motala, 1997) which affirms that the directions being taken by the Project on a number of levels, are relevant to the broader South African development environment.

The Kopanang Project, in its focusing on new approaches to early childhood provision approaches, is a manifestation of some of the aspirations of ECD training organisations in the Free State as expressed in those case studies. Some of the focus points of the project have been:

- the range of different types of provision
- the sites of delivery
- programme content
- defining quality
- developing appropriate indicators of child development
- deciding who to target
- community ownership of provision
- cultural appropriateness of provision
- the type of ECD worker needed

- the type of training needed in order to be relevant to the realities of life of children and families in South Africa
- integrated service delivery and the role of RTO's in this
- fundraising and sustainability
- parent 'education' and the mediation of information
- relationships between actors in the ECD field
- ECD and its relationship to adult education approaches
- the use of ECD 'models' in addressing the plight of children in SA
- the implications of working in a Consortium

While there has obviously been the opportunity to learn a great deal from the Kopanang Pilot, not all of the points have relevance to this study.

Weil and McGill (1990: 3-24) identify four 'villages' of thinking in Experiential Learning, namely:

- Assessment and accreditation of prior learning
- Experiential learning and change in post-school education and training
- Experiential learning and social change
- Personal growth and development

Three of the four 'villages' endorse reflection on prior experiences such as that gained in Kopanang, as valid basis for the formulation of new ideas whereas Hutton (1990:51) in an article entitled 'Learning from Action: A Conceptual Framework', expresses her focus in Experiential Learning as

that which is rooted in our doing and our experience. It is learning which illuminates that experience and provides direction for the making of a judgement as a guide to choice or action.

It is within this framework that the lessons from the Kopanang project have an influence.

Adult Education Approaches

This is an important part of the study but one which has not been easy to examine as, as has been indicated, no in depth study of adult education approaches has been conducted. However, various indicators make it possible to make a general assessment of the way in which Training Agencies understand and practice adult education. These include:

- the use of participatory and experiential methodologies
- the negotiability in real terms of the course content even where it pertains to what and how children are taught
- whether training starts from where learners are in terms of their own knowledge of child-rearing, project management etc. and then reinforces that knowledge
- whether training is geared explicitly towards empowerment and sustainability
- whether training provides principles which guide practice in any situation or whether it provides models which may or may not be appropriate and sustainable given the range of possible scenarios in the country

The case studies provide a good deal of information on the adult education approaches used but this is based on the RTO's own assessment of its practice which is not always informed beyond the ability to use adult education terminology. Information about course content provides an important key to assessment of some of the above.

CHAPTER 4

FINDINGS OF THE RESEARCH

The following are the questions that the research has set out to answer:

1. How have RTO's approached Early Childhood Development Practitioner Training as reflected by the case studies in 1993?
2. What did RTO's participating in the WITS research indicate as important focuses for the future?
3. Does the JET Audit conducted in 1996 indicate any significant movement towards envisaged directions highlighted by WITS Research and if so, in what way?
4. What adult education approaches are reflected by the directions taken?
5. What are the lessons of the Kopanang Pilot Project with regard to ECD training and provision?

1. The Training Approaches of Resource and Training Organisations

A variety of approaches have been taken which indicate differences in

the type of provision trained for, viz.

- the site of delivery
- the method of delivery
- the theoretical background
- the extent of the focus
- underpinning value systems

and in *training, viz.*

- the level at which training is offered
- the training approach, eg whether lecture based or based on adult education principles

It is the view of the author of this report that ECD training and related provision can be viewed on a continuum, which ranges from single focused and fairly sophisticated training and support packages for centre-based provision, through programmes which target parents rather than surrogate care-givers, to approaches which support and build on what already exists in communities caring for young children. The twenty eight case studies examined, manifest some characteristics of such a continuum particularly with regard to:

- basic ethos or underlying values
- the particular delivery strategy used
- the child development theory upon which the approach is based

The following table which addresses the question :

What type of training is reflected by the case studies and at what level is it offered?

corroborates this variety further.

TABLE 1: TYPES AND LEVELS OF TRAINING OFFERED BY RTO'S

RESOURCE/ TRAINING ORGANISATION	TYPE OF TRAINING OFFERED	LEVEL OF TRAINING OFFERED
1. Woz'obona	• Training for educare workers and members of community groups • Training for those who work with young children in educare centres • Training for those who must manage the educare centre • Training in approaches to training adults	Not indicated
2. Matol South Africa	Maths and Science based course offered to preprimary teachers over two years aimed at promoting logical thinking and problem solving skills in children attending centres	Not indicated but presumes some prior training in ECD or Junior Primary.
3. Stimuplay	A single workshop on the use of educational toys for pre-school teachers and parents	Not applicable
4. Kindernothilfe	Training for persons already working in centres and for those wishing to start a career in the ECD field which involves work with children as well as the administration of a centre. Issues of importance to the child's overall development are mentioned but no indication of whether these are addressed by other training is given. The ECD training offered does not address them.	Two level competency based training in line with SAAECE Levels
5. Greater Soweto Association for Early Childhood Educare	• Advice on available training • Organising in-service training workshops and talks on child-care and development for child-minders and pre-school teachers	Not indicated
6. Duduza Educare Resource Centre	Non-formal needs-based training for Child-minders offered over two weeks	Not differentiated into levels
7. Prime Care Training	Childcare training designed to equip the student with the necessary knowledge, skills and competence which encompasses any situation which may arise in the life of a 0-5 year old both at home and in a centre	Not indicated. Entrance requirement is Std 9 or Matric. Accreditation has been sought from SAAECE
8. Montessori Training Centre	• Two year Teacher's Training	Not indicated specifically,

	Course offered full-time designed to equip student with fundamentals of the Montessori approach and practical skills to implement these in Montessori pre-schools • One year Practical Course offered full-time followed by a year of structured teaching practice. • Upgrade Courses and Workshops	however entrance requirements for all courses appear to be Matric at the least
9. Entokozweni Early Learning Centre	• ELRU developed courses are offered; • Teacher Aid Programme • Pre-school Orientation Programme • Parent Education Programme Modules 1 and 2	Not indicated but it is assumed that these will follow ELRU's position
10. HIPPY South Africa	• Co-ordinators' Training • Home Visitors' Training • Parent Enrichment facilitating the delivery of a home based community development and school readiness programme	Not indicated
11. Ntataise Farm Preschool Project	ELRU and Border Early Learning Centre (BELC) adapted courses- • Pre-school Introductory Programme • Farm Pre-school In-service Training Programme • Training and Support of Trainers	Level 1 Course recently developed
12. Johannesburg Child Welfare Society	Eclectic and responsive training based on a belief of the importance of the early years, an understanding of early childhood development and the individuality of each child.	Not indicated
13. Tsakane Educare Resource Centre	Basic, needs based and participatory training is offered; not based on any other agencies' courses	Not part of the agenda as yet but may have to be looked at
14. Daveyton Educare Centre (Thabong)	• Eclectic Pre-school Teachers' Introduction Programme based on materials and support from ELRU, Grassroots etc. • Centre Management Course	Not indicated beyond minimum entrance requirement of Std 8.
15. Baobab Centre for Teacher Enrichment -	• Three week intensive teacher enrichment course	Not indicated but Matric is required for entrance to the two

Waldorf approach	• One year ECD teacher training course • Two year primary teacher training course	year primary teacher training course.
16. Creches Care	Convening of seminars for trainers/staff where professionals in various fields deliver papers on topics relevant to the trainers' work.	Described as a learning spiral rather than at any level
17. Educare Development Unit	• Elementary Educare Course • Advanced Educare Course • Playgroup Training • HIPPY In-service Training • Management Committee Training • Enrichment Workshops	Likely at Levels 1 and 2 but this is not specifically indicated
18. Central Rand Association for Early Childhood Educare	• One year part-time enrichment course aimed at providing practical and theoretical information on pre-school education • Two, six lecture advanced courses	Not indicated
19. Kgutlo Thare	• Elementary Educare Course • Complementary Workshops • Management Committee Training	Between Level 1 and 2
20. East Rand Association for Early Childhood Educare	• Non-formal workshops • N1-N3 Formal ECD Training	Formal Training is in line with levels/qualifications of National Technical Colleges
21. Northern TVL Association for Early Childhood Educare	• Training is aimed at upgrading Educare Centres. • Monthly Workshops to upgrade work done by educarers are offered • ELRU and BELC material is used.	• Level 1 • Level 2
22. Training and Development Foundation	• Five consecutive Pre-school courses • Three consecutive Leadership courses • Three consecutive Sewing courses • Short courses in Homecraft, Food Production, Bricklaying, Administration, English Improvement, Machine Knitting, Handcraft	Not indicated
23. SOS Educare Outreach Programme	Fortnightly needs based enrichment workshops with follow up visits	Not applicable
24. Kontak	Maths and Science based course offered to preprimary teachers over two years aimed at promoting logical thinking and	Not indicated but presumes some prior training. Kontak sponsors women to do the Technisa N1-N3 Course

	problem solving skills in children	
25. Small Beginnings	Facilitation of the establishment of training and resource facilities in previously unserved areas encouraging the use of existing training courses and materials	Not indicated
26. Afrika Cultural Centre	Training in an action research process - not yet formulated finally but indications are that it aims at being culturally appropriate and is based heavily on the 'centre-fold of the arts'	Not indicated
27. Church Aid in Need	An Orientation Course which proposes to link educare with aspects of community development, empowerment, transformation and participation	Level 2
28. African Self Help Association	Courses offered are ELRU developed courses which cover both theoretical and practical aspects of educare	Level 1 - non-formal, practical, orientation course Level 2 - more detailed combination of theoretical and practical

In spite of worldwide trends to the contrary, this continuum continues to be misinterpreted as a value rating scale in South Africa, where the perception of a single best model for ECD has been strongly promoted and is clung to by most of the RTO's (and by the recipients of training) involved in this study. The perception has to do with the need for 'quality', particularly in the context of compensating for disadvantage but is limited in that it is based on a particular world view, is not necessarily culturally appropriate and does not build on the strengths of indigenous or everyday practice of parents or secondary care-givers. The perception also carries concomitant costs which are neither justifiable nor feasible in South Africa today. A lack of realism persists even in the face of challenges from some funders, development trends and the undeniable and unchanging social and economic chaos which is prevalent in the lives of children and families in South Africa.

The model is linked to a euro-centric approach to Early Childhood Development where the care and education of young children within centres is attended to. In some instances it is highly specialised, such as with the Montessori, Waldorf or Matal approaches or programmes and in some instances it is eclectic, but in all instances it is pre-packaged and its formulation and development stages appear to have been long forgotten.

Indeed, in a study of thirty young children of working class backgrounds in Britain, Tizard and Hughes (1986:7) turned the assumption that professionals have a good deal to teach parents how to educate and bring up children, upside down, something which South African RTO's would do well to take notice of.

The idea that professionals might learn from observing children talking to parents at home, has hardly been considered.

An examination of the content of training programmes, reflects for the main part a 'sameness' in approach to both training and provision. This 'sameness' is again evident in the JET Audit and it reflects the attempts of Training Agencies to fall in line with growing pressure for standardisation and accreditation. There is no evidence that the content of courses has changed in any significant way other than to fall more in line with the requirements of the above. Nor is there evidence that courses are being developed to address very much other than how to work with children in provision (mostly ECD centres) or how to successfully manage provision (mostly ECF centres)

2. What RTO's participating in the WITS research indicated as important focuses for the future

Many of the aspirations for future activity to address problems in the ECD field, as expressed by organisations in the Overview Report, tie in closely with the issues identified as being critical criteria for ECD by the author of this report, viz. cost, access, quality and sustainability.

Future plans expressed by agencies are linked mainly to the perception of immense needs in Early Childhood Education related to the increasing of both access to and quality of, educare provision. Without exception, funding is perceived as the greatest single deterrent to planning and expansion. (Case Study Overview Report 1994:38)

In respect of the above, both the cost of training and provision and the funding thereof, can be linked up with sustainability, both in terms of small ECD projects as well as of RTO's themselves.

They include more specific:

1. ensuring quality (undefined)
2. increasing the number and range of courses offered
3. upgrading courses for certification and accreditation
4. more and better trained staff in agencies
5. expansion of reach and impact (undefined)
6. changes in focus eg rural rather than urban
7. expanding on the community development potential of ECD

8. the establishment of information and resource centres
9. the indigenising of programmes and materials
10. promotion of more educare centres (provision) (ibid. pp 32-33)

3. What the 1996 JET Audit indicates with regard to the training approaches of RTO's given that the training of care-givers is the primary strategy employed by RTO'S to address the needs of young children in the country.

As confirmed by the JET Report, the main focus of activity during 1994 and 1995 has been around :

- increasing the number of trainees attending courses -(reflected in 5 above)
- expanding to new areas previously unreached -(reflected in 5 and 6 above)
- upgrading the levels at which courses are offered - (reflected in 3 above)
- minor broadening of the portfolio of courses offered - (reflected in 2 above)
- professionalisation of the field, ie. focusing on requirements for certification and accreditation - (reflected in 3 above)

Points 1,4, 6, 7, 8, 9, 10 have received minimal direct attention. Rather the above reflect a selective and pragmatic enactment of the aspirations of agencies reflected in the Overview Report, which can be viewed as:

- a reaction against the marginalisation of the ECD field experienced in the past
- a response to the low status of ECD workers in the country
- a realism about the implications and demands of an emerging South African Qualifications Authority and National Qualifications Framework and

- a response to the requirements of donors for '...acts' and increased numbers of trainees

It is a response however, which will have far-reaching effects into the future, in terms of how the needs of the ECD field are being met and whose needs are being met, depending on the flexibility and relevance of the systems being entrenched.

Agencies have weighted their focus towards meeting the professional needs of practitioners. In so doing they are 'perfecting' their courses in line with requirements for registration with the National Qualifications Framework. The emerging variety seen in the table under Finding 1 above, appears to have taken second place to the pressure for accreditation and certification

Schorr and Schorr (1988:260) corroborate this trend as not being peculiar to South Africa alone

Prevailing programs have been shaped by powerful political, professional and administrative forces that are not easily modified by new needs, new opportunities, or even new knowledge

and it is thus not difficult to understand why some of the initial priorities of agencies have been assigned lesser status, particularly in light of the slump in funding to Non-Governmental Organisations during 1994, 1995 and 1996.

Although the initial WITS CCE study was conducted in 1993, it is a finding of the author of this report that there has not been significant change in the

fundamental training approaches of the organisations who participated in the WITS Research in spite of the recognition of limitations encountered with those approaches. The recent self-audit of the work of Early Childhood Development Projects conducted by the Joint Education Trust during 1996, corroborates this. The JET audit indicates that developments in RTO'S appear for the most part to have taken the shape of upgrading of the levels at which training is offered. New focuses of activity appear, but do not seem radically divergent from the earlier period reflected by the 1993 research. It is felt that the broad adult education and development focus espoused by JET as a funder in the audit, has meant that organisations have been encouraged to portray themselves and their activities accurately for the purpose of the audit.

In recent years, the experiences of ECD NGO's in the field have resulted in their offering additional courses....these have been divided into committee training, orientation courses and 'other' courses. Courses offered under the category 'other' include management and financial training, toymaking, principal's training, first aid and health training, cook's training and anti-racism training. (1996:12)

Comparative tables for 1994/1995, (Ibid: 28 -31) covering the programmes offered by JET funded ECD organisations in South Africa, illustrate this further and highlight the fact that no significant shift has been made away from the traditional education/care focused and largely centre-based training content. The exception to this is HIPPY SA whose focus has been home-based and community development orientated.

TABLE 2: SUMMARY OF TRAINING BY RTO'S COVERED BY THE JET
AUDIT

ORGANI- SATION	LEVEL 1	LEVEL 2	LEVEL 3	COMMIT- TEE	ORIEN- TATION	OTHER
African Self Help	*	*				• Sewing, arts, crafts • Level 1
Baobab	*	*			*	Foundation • Child- minders • Nursery- school - Apprent- iceship
Boitumelo	*	*				
Grow	*					
HIPPY SA	*					
Thabong	*	*				
MATAL		*				
Wozo'bona	*	*				
Small Beginnings	*					
Educare Develop-	*	*		*		

ment Trust						
Ntataise	*	*				
Kgutlo	*	*	*	*		
Tharo						

The use of the term 'other' for anything other than the clearly defined and traditional ECD training is also revealing in that it highlights the non-mainstream status of the courses thus defined.

ECD resource and training organisations have become good at what they do and have a measurable 'product' or aspire to having a measurable product to 'sell'.

This finding is endorsed by Human and Zaaiman (1995: 12-15) who, quoting Azides (1988), propose that organisations move through life-cycles. During the life cycle, organisations reach a point of consolidation, of perfecting what they are good at. This is the picture that we see now. The struggles of the past around status, recognition and funding have had a negative influence on the willingness to take risks, even in pursuit of desirable objectives. There is a sense that we have arrived. Organisations are standardising their training according to national criteria. They perceive themselves to be on the right track and do not feel that present strategies are a compromise on previous ideals.

The sense of a defined product, as opposed to a 'scope of work', has begun to limit the degree of listening and responsiveness to the needs of target groups by organisations, beyond the call for professionalisation and a particular understanding of quality. This factor has serious implications for the debate

around how training and provision relate to one another and to which determines which. It also carries implications for the content and approach of programmes which work with parents, which are becoming more popular, but which in the current climate, tend to perpetuate the disempowering role of the 'expert'.

The type of impact trained for, is measured in child numbers rather than in environmental terms. Interventions in ECD are still focused primarily on the educational and care needs of children within the controlled environment of the 'centre'. This approach fails to deal with the fact that children live multiple realities involving parents, siblings and extended family as well as a community life and that until training addresses all realities including the needs of all those who care for children, impact can similarly only be restricted to limited specifics.

In general, the type of training offered to the ECD worker does not take into account the multifarious nature of the realities of children's lives in South Africa. Training is still geared towards single focused and pre-packaged ECD provision even at the higher levels of training where the depth and scope of training is enlarged on. (See Appendices 2 and 3)

Much is said about the potential for ECD to be the kick-off for community development but this is not translated into training content as a deliberate strategy beyond the developing of capacity to run an ECD project. It remains largely assumed that if people can run an ECD centre then they are empowered. There does not appear to be an attempt to address the disempowering aspects of managing someone else's (an expert's) programme in the one area where parents really have something immediate to offer namely their own experiences

as human beings, as parents/care-givers and as functioning members of communities.

There is thus a growing discrepancy between the needs of parents and communities and what RTO's are offering. RTO's are in fact in danger of becoming irrelevant in terms of community's, parents' and children's needs and their own sustainability is therefore at risk.

4. The adult education approaches which are reflected by the directions taken by RTO's.

Adult education as it is understood by RTO's is characterised by terminology such as :

- participatory learning approaches
- experiential learning
- adult education methodology

In spite of the fact that there is significant commitment voiced to using adult education methodology in training, it would appear that these terms are used predominantly and subject to varying interpretations, insofar as to deliver a pre-packaged ECD product. The content of training courses which has been supplied by RTO's in the WITS research, reflects markedly similar topics. An understanding of the implications of adult education practice which is based on different theories, is not evident. Learners go home with 'models' to implement rather than 'principles' to apply to their own knowledge and situation and to guide their practice.

There is a belief that the latter is more appropriate to a higher level of training and that at a basic level, for example, learners need tried and tested methods to assist them in their day to day work.

At the same time there is consistent concern expressed about the need for and cost of, follow-up and support. The question of 'what happens when the training ends?' is one that RTO's find difficult to answer within the framework of what they offer. The adult education approach taken does not sufficiently take into account or validate the strengths of what practitioners already know about child-rearing, of the cultural appropriateness of that knowledge and of the most relevant way in which to translate such understandings into provision, which is a great loss in terms of the potential sustainability of learning.

The interpretation of the word 'sustainable' is becoming increasingly varied but present training offers limited strategies around the issue. These still tend to relate to the traditional 'fundraising' approach on a local, national and international level and in some cases to, among others, subsidies from the Departments of Welfare, Education and Nutrition Services. The idea that sustainability is more than a question of money and that the topic is an integral dimension of training for provision approaches, still needs to be explored.

Similarly, approaches to fundraising by RTO's are for the most part still too narrowly linked to the traditional scene of corporate social responsibility and foreign aid.

5. The lessons of the Kopanang Pilot Project with regard to ECD training and provision?

The Kopanang Consortium pilot project was started by the Kopanang Network of Training Agencies in 1994 as a pilot project which attempted to explore new approaches to Early Childhood Development training and support services in the Free State Province and responded to the following conditions which have been mentioned in the Introduction.

- that vast numbers of children were still outside of the provision net in spite of years of work by Resource and Training Organisations in the province
- that the costs of providing for young children in the ways practised up to now were high while the long term impact was not significant enough in terms of young children's overall development, to use as a strategy for replication or going to scale
- that efforts towards young children's overall development needed to be focused where the need was greatest viz, those areas which lacked infrastructure, income from employment and where people lived outside of the framework of traditional support structures - mostly in so-called informal settlements and rural areas
- that any efforts towards improving the situation of children needed to be co-ordinated under a joint vision and implementation plan, bringing in as many roleplayers as possible so as to avoid duplication and be as cost-effective as possible.
- that the predominance of the centre-based model - with the implication that any other provision was sub-standard, was not necessarily the best approach

- the limitations of an ECD provision approach for children and families which does not take into account the whole living environment of the child
- the limitations of available ECD training which focuses rather narrowly on the education and care of young children outside of the home and does not equip the practitioner to address the other factors impacting on a child's life.

The project responded to the above by re-examining understandings of the best way for RTO's to respond to the needs of children and families.

Initially, training for staff and community participants in the pilot project was approached from the point of view that is generally taken by RTO's, viz. that they are in the business of ECD training and that they would take responsibility for such training. As understandings grew of the amount of unravelling of preconceptions about ECD training and provision that was needed, this was stopped as it was seen to be a hindering factor to exploring new and alternative approaches. A moratorium was placed on training for staff except for anti-racism and anti-bias training which assisted in developing the critical factor of the assertiveness of staff. This move allowed staff to begin to challenge historical ECD power relationships and to listen more freely to what communities were saying about what their problems and needs were.

As a result of the work of the pilot project, Kopanang was able to draft a tentative training outline based on what in the project's identification of what would have been useful to have known, or what skills it would have been useful to have had, in order to undertake the work at hand more effectively. Although there were overlaps between existing training and what was identified, there

were also differences both in terms of new areas of learning but also in terms of the nature of the content of and the approach to, existing topics.

Similarities follow the need to have an understanding of:

1. work with children
2. work with adults/oneself
3. work with administrative and management systems

but includes work with communities which has not been addressed as part of the focus.

Within these, there is a fundamental difference of approach. This has been described in the introduction as a simple but critical change of mindset, characterised by asking the following questions of learners, parents or community members:

- what can you do
- what do you know
- what do you have
- what have you used

that can assist you in determining the most appropriate way of ensuring the sound development of young children and of managing the systems involved in providing for that development, if appropriate?

It is an approach which requires the trainer and the practitioner to observe, to listen and to respond creatively, within any given set of circumstances. It is one which requires the trainer and the practitioner to affirm and to validate those positive practices with which people are engaged and to complement these with supportive information if necessary.

The implication hereof is that the training of ECD workers should not require one to merely replicate any particular ECD model. Training should rather focus on encouraging people's creativity to develop their own systems of provision, the sustaining of that provision and the management of that provision within the scope of people's own capacities and based on people's own priorities, culture and circumstances. This requires that trainers learn real facilitation skills and that ECD practitioners rather than being merely teachers of children, become development practitioners.

This approach has all the elements of and is compatible with, the transformed and outcomes based education system which is being implemented nationally at this time, both for the young children involved in provision but also for potential practitioners. There is no contradiction between the approach and the pursuit of recognition and serious career paths which are currently being prepared for by RTO's. It also begins to address the critical factors which have been identified within ECD viz. cost, access, quality and sustainability which are also issues of concern to formal education. Indeed, it serves to prepare parents and communities for the hands-on role which is expected of them by Curriculum 2005 and it similarly prepares educationalists to be open to the potentially threatening input of parents and communities.

The commitment to using adult education methodology also starts to take on new meaning with such an approach as both personal growth and social transformation are addressed equally.

Other important areas of learning which were identified by the Kopanang pilot project are:

- **The context in which early childhood development practice lies.** This requires that practitioners and communities become fully aware of the policies, the opportunities, the support systems, the constraints, the role players, the statistics, the costs and the options involved in promoting the development of their young children. It also ensures that communities are able to participate in and give direction to the formulation of policies and programme content which concern their children.
- **Work with parents and communities.** This represents a radical shift away from the primary focus of current ECD training which is that of work with children. The Kopanang project has come to understand that a major qualitative difference exists between such a focus and that of working with and supporting parents and communities who are the primary custodians of young children. The idea of parent training is however, one that must be corrected. Parents may need support to function under difficult circumstances, they often need affirmation of themselves as people and as parents and they often need information, but the idea that they need training in order to carry out their role as parents, is rejected.

- **Sustaining early childhood provision.** The learning programme of practitioners needs to include this critical area of exploration. It is based firmly on the belief that what people develop out of their own understandings, convictions and experiences is irreversible, not easily forgotten and requires minimal external maintenance. It includes an analysis of the supportive elements which exist in the particular context under discussion, whether they be Government programmes, subsidies, services, Resource and Information Centres etc. It also clearly includes following up on opportunities for the generation of income to improve the quality of life of parents and entire communities and thereby its young children.

- **Anti-racism and anti-bias training.** This has proved to be a critical factor in providing understanding of our social, political and economic condition as South Africans as well as the self-confidence and courage to challenge the status quo of ECD practice and hierarchy. Without such self-confidence, it is not easy for practitioners to function creatively and to facilitate the development of others.

- **Developing an understanding of human rights and democracy.** Underpinning the above, is the essential need for information about what the rights of human beings - children, women and men are. Practitioners are faced with aberrations of human rights on a daily basis in the form of abuse, violence, rape, sexual harassment and perhaps equally commonly, of undemocratic practice. The systems and institutions which support human rights and democracy need to be part of the repertoire of every ECD practitioner as is the courage and skill to demand those rights and practice the accompanying responsibilities.

- **Understanding the process of development.** Development costs. It is a painful and painstaking process. Pain has been one of the hallmarks of the Kopanang pilot project as a result of the fact that so much development took place in a short space of time and at so many levels. Practitioners need to know how to deal with this in a constructive way. Kaplan (1996: 5) supports the idea that development needs to be more than just a catch word when he writes that it is an irreversible process which operates according to natural laws which need to be worked with facilitatively rather than imposed upon with the customary arrogance which we often display towards the world around us. In working with the 'very stuff of life', he insists that we be sensitive, imaginative and respectful without being passive.
- **Learning to work with children with special needs.** This has to be one of the most debated topics of the decade, yet nowhere does it appear to be addressed beyond slogans and unimplemented policies. The needs of young children with special needs and the needs of their families have to be addressed now in practical and do-able ways or we will continue to fail them as we have done in the past.

Based on the Kopanang experience, those RTO's which extend their focus to include the child's broader environment and that use a transformatory approach are the ones that are the most relevant to the SA situation. This is backed up by recent European research which indicates that their highly specialised approach to early childhood development has very likely not been the best one which is thus currently under review. Kopanang has learnt that development is about

creative and indigenous responses to situations which are possible and allowable in a field which is and should remain informal.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

Interestingly, as I embarked on new reading for this report, I was constantly confronted with ideas which affirmed the route and the outcomes of the Kopanang experiences. The literature review clearly spells out the fact that many of the ideas which have been discussed are not new, and indeed have long been advocated as realistic approaches for development, however experiencing their validity first-hand has been the valuable result of work in the Kopanang project.

While the nature of the work of the Kopanang Consortium Pilot Project has been temporary and exploratory, it nevertheless provides valuable local lessons for different stakeholders in the ECD field, RTO's, funders, parents, communities and the state, in their ongoing attempts to change the negative experiences of children and families into positive ones.

1. We need to explore different approaches to programme planning and development

In planning, our habitual and widely accepted use of solving problems through the setting of measurable objectives in projects and programmes, sometimes hinders our ability to respond to complexity such as we are faced with at this time in early childhood development. Hutton (1990:50-69) affirms this with reference to her own practice and teaching

I began to look for an approach to learning and acting which could accommodate what people brought and the relationships among people and elements, which would enable ..(learners).. to order complexity and to begin to act constructively with what they had at a given moment ..and which could facilitate ongoing learning

The point made is that alternative approaches to addressing complex issues do exist and need to be explored with more vigour.

2. We need to adopt multi-focused approaches to ECD

The weaknesses of adopting single focused approaches as opposed to multi-focused approaches in ECD have been highlighted by this report. Similarly the usefulness of integrated service delivery implemented by a range of service providers in partnerships or in collaboration with one another is becoming more obvious as a strategy to reduce duplication of effort and expenditure, increase cost-effectiveness, promote creativity and develop joint visions in implementing programmes. Partnerships can include work between different RTO's themselves, between RTO's and the state, and between RTO's and community based projects.

3. We need to re-examine our definition of quality in ECD

Ensuring quality has been the justification used for the sameness of services which exist in South Africa today. A more useful approach to determining quality in ECD programmes is however believed to be based on people's own aspirations and ideals and the achievement thereof. This attitude to defining the quality of ECD programmes takes us a long way from our present one of merely

quantifying equipment, teachers, ratios and classrooms or of testing children for impact.

4. We need to re-examine our understanding of adult education and in particular of experiential learning

In our practice as creators of learning opportunities, we need to move beyond interpreting experiential learning as purely learning based on, at best, past experiences and at worst, the practical work that accompanies theory. We need to aim at creating learning opportunities that transform experience, that give learners control over their learning and that deconstruct the mystique of the expert. We need further to learn how to provide learning opportunities which validate and strengthen what people already know.

5. We need to broaden our understanding of sustainability

As long as we continue to interpret and teach sustainability as merely the ability to write business plans or funding proposals, so we will continue to promote unsustainable provision. The 'what', 'how', 'who' and 'why' of provision is infinitely more sustainable if it belongs to and is determined by users. Similarly the overall well-being (in all senses) of families and communities, has a direct influence on the sustainability of efforts for child development.

6. Our work needs to remain in touch with South African realities and with development trends

We need to maintain a careful balance between working for the professionalisation and recognition of the ECD field and remaining relevant to the needs of and realities of parents and communities.

The 1996 UNICEF Report entitled 'The State of the World's Children' supports the need for such balance.

Effective responses to problems of poverty have to derive from regional, national and local realities. The days of universal prescriptions are over. The keynotes for the future will be based on ...adapting strategies to local circumstances and devolving decision-making so as to empower individuals and communities. (Bellamy, 1996:69)

The above recommendations are humbly put forward to all who claim to have at heart the interests of children and families in South Africa today. Included are those who support Early Childhood Development financially. Interestingly, within government policy across departments, there appears to be a commitment to these ideas. The weakness seems to lie with the interpretation of how to undo our past understandings of how we implement Early Childhood Development training and provision. It is my hope that this report will in some way contribute towards that urgent task and that we can work honestly, putting aside self-interest, in support of the following:

We believe that our realities are intricate, rich and ambiguous, and that the kind of choices our societies face are difficult, with large and often unpredictable consequences. We therefore need to empower our people to deal with this, rather than to become part of the fast growing circuit of secular missionaries roaming the African continent with bags full of pre-packed and simplistic 'solutions' and 'answers'. (Human and Zaaiman, 1995:vi)

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FRAMEWORK FOR CASE STUDIES OF ORGANISATIONS

DIAGRAM OF THE STRUCTURE OF THE AGENCY

Draw a diagram of the organisation.

AN OVERVIEW OF THE TRAINING AGENCY

What does the organisation consist of?

- number of employees
- their roles
- committee members
- trustees
- members

Where does the organisation operate?

- where are the courses run
- where do the trainers live and work
- are other organisations operating in the same areas

Who makes the decisions for the organisation?

- how are decisions made
- to whom are the employees accountable
- describe the management and supervisory processes of the organisation

The work of the organisation

- what kind of training does the organisation provide
- describe the role of the organisation in current national policy development
- what is the relationship between the organisation and training agencies

Use a Pie Diagram to indicate the proportion of time spent on each aspect of the work of the organisation

HISTORY OF THE ORGANISATION

Give a brief history of the organisation (Suggest a year by year account)

- describe the most important changes in the organisation
- what are the most important achievements
- what are the most important problems that have been faced

*ETHOS***STRUCTURE OF THE ORGANISATION**

Describe in detail the structure of the organisation indicating lines of responsibility.

EDUCARE TRAINING

Describe in detail the kind of training offered by the organisation.

- course based or inservice training

What do your trainees learn?

- provide detailed information on the course content

What approach to training do you follow?

- what other organisations follow a similar approach
- have you developed your own training programme
- explain how it differs from the conventional approach

Recruitment

- The trainees

- How do you assess the educare need of target communities
- How do you recruit trainees
- What problems do trainees face during training courses
- What problems do trainees face in their work places

- The trainers

- How do you recruit trainers
- where do the trainers get their training
- what is the level of training of each trainer

Assisting with the implementation of training

What relationship does the organisation have with trainees after they have attended a training course

- Follow up visits
 - aim
 - number
 - frequency
- Assistance with accessing resources
 - establishing project
 - acquiring equipment
 - project management

TRAINING RECORDS

- Nature of records kept
- Statistics for 1989-1991

TRAINING PLANS

Goals for plans for training 1992-1993

- number of courses to be run
- day each course lasts
- how many trainees participate
- how many follow-up visits are planned

FUNDRAISING

Discuss this in terms of

- the agency
- the trainees for training
- the trainees for new projects

ASSESSMENT EVALUATION AND ACCREDITATION

- Have any of your training course been accredited
 - Give details
 - Explain the organisations views about accreditation and any plans to seek accreditation
- The training course
 - describe the process used to evaluate the courses
- The trainees
 - are the trainees evaluated before admission
 - what are the admission criteria and process of evaluation
 - how are trainees evaluated before and after training
- Does the organisation give a certificate
 - attendance, competence, both
 - how is competence of trainees assessed
 - what assignments are trainees expected to complete
 - are the certificates recognised for salary purposes by any government departments
 - what problems has the organisation faced in relation to certificates

How does the agency evaluate the effectiveness of what they are doing?

How does the agency account for the monies received and spent?

Educare Centres

- do you evaluate the educare centres that employ your trainees
 - how
 - when
- does the organisation encourage the trainees to seek centre accreditation for the projects that employ them
- what is the organisation's view of centre accreditation

FUTURE PLANS

- What are the future plans for the organisation over the next five years
- What changes do you think are needed in relation to the structure of the organisation or the nature of the training
- What would the organisation need to make these changes
- What problems would need to be solved before the changes could be made

Use these headings to describe the suggested changes

- the structure of the organisation
- the size of the organisation
- the resources of the organisation
- the number of trainees
- the quality of the training
- the kind of training
- the structure of the training
- the nature and the responsibility for the resources needed by trainees to put the training into practice
- new or different geographical areas
- more or less follow up
- cost effectiveness of the training

THE EDUCARE FIELD IN SOUTH AFRICA

- What are the most important problems facing the educare field in S.A. at present
- What suggestions could you make for solving these problems

How can this research of the CCE Educare Project be used to help build the capacity for educare training in the Transvaal

LEVELS OF TRAINING

APPENDIX 2

5.1 Definition of SAAECE levels of non-formal training

SAAECE has defined the four levels of non-formal training to accommodate the full range of jobs and courses including:

- work with children
- work with adults (parents, community, staff)
- work with systems (administration)

A possible system for grading positions in relation to levels of training, experience and responsibility is attached (for information and comment). Note that these grades also assume different levels of early childhood programme implementation.

LEVEL 1: INTRODUCTORY COURSES

Short courses designed to equip participants with specific practical skills needed to carry out clearly defined duties, usually under supervision, in a particular type of early childhood programme.

Such courses may be designed to train

- assistants who are not expected to carry major responsibility for programme implementation;
- early childhood educators with a very low level of formal education needing a simple practical course to develop basic educate skills;
- early childhood educators with no previous experience involved in setting up a basic early childhood programme (possibly in preparation for more substantial training at Level 2).

Entrance requirements: Functional literacy preferred, but mature workers with early childhood experience may be accepted.

LEVEL 2: FOUNDATION COURSES

Substantial practically-oriented training courses designed to equip participants with the knowledge and skills required to facilitate the all-round development of young children in an age-appropriate manner either directly (working with children) or indirectly through working with parents, childminders and/or other community members. Duties include planning and implementing an early childhood programme according to clearly defined aims and objectives.

Courses provide training for fairly specific early childhood services relating to the age of the children and/or the programme setting:

- early childhood educators/playgroup leaders responsible for the care and education of a group of more than six children aged between 2 and 6 years;
- early childhood educators responsible for the care and stimulation of a group of babies and/or toddlers (0-3 years);
- home-based educators (childminders) caring for up to six children (0-6 yrs)
- preschool community motivators, parent educators working in home visiting programmes and with groups of adults, and childminder support educators.

Entrance: Level 1, or Std 5-7 plus early childhood experience; higher recommended for those without early childhood experience, for intensive training, or distance learning.

LEVEL 3: ADVANCED COURSES

Further training courses designed to extend participants' theoretical knowledge and develop additional skills required to plan and implement high quality educational services for young children and/or the adults who care for them. Participants are expected to have completed relevant basic training.

Level 3 courses are designed for leadership positions:

- teaching staff and parent educators who may choose to specialise in a particular type or aspect of early childhood education;
- supervisory staff whose work involves the management and administration of early childhood services and programmes;
- training and support staff who provide training/advisory services to early childhood educators;
- community educators/motivators who assist parents and communities to set up and manage programmes/services for young children.

Courses cover early childhood education and health care (work with children); parent education, community development, and advisory/training skills (work with adults); administration and supervisory/managerial skills (work with systems), and may focus on skill development in one of these areas.

Entrance: Level 2; N3, or Std 8 + preprimary training.

LEVEL 4: SPECIALIST COURSES

Advanced further training courses designed to deepen participants' theoretical knowledge in a particular area and develop high level skills related to programme development, research and evaluation, materials development, and/or project design and management.

Courses are designed for high level leadership positions:

- senior trainers for Level 3 courses and supervision/coordination of Level 1 and 2 trainers;
- research and development staff responsible for training course design or preschool curriculum/programme development and evaluation;
- senior administrative/managerial staff responsible for large-scale planning and monitoring (e.g. inspectors/ planners), project design, or training centre management;
- project leaders and NGO administrators responsible for large-scale fundraising and complex financial management and budgeting.

Entrance: Level 3, or relevant tertiary education/experience.

Source: SAAECE Guide Accrediting Non-formal Training Courses, 1992

SAAECE accreditation course time requirements

	Level 1	Level 2	Level 3
Group learning sessions:			
Part-time	40 hrs min.	110-130 hrs	200 hours
Intensive	2 weeks min. 10 days spaced	6 weeks min. (30 x 6 hrs)	10 weeks (50 x 6 hrs)
Distance Study groups or Workshops	10 hours 12 hours	30 hours 36 hours	50 hours 60 hours
Full-time	One-third	Two-fifths (40%)	Three-fifths (60%)
Practical teaching:			
Part-time:			
Block	8 weeks (40 days)	12 wks (60 days)	
Weekly	2 days/6 months	2 days/40wks	
Inservice	6 months	12-18 months	1 year min.
Intensive	as above	as above	as above
Distance	as above	as above	as above
Full-time	40% + other prac (= two-thirds)	40% + other prac (= 60%)	40%
Duration:			
Part-time	6 months min.	12-18 months	2 years
Intensive	10 weeks min.	18 weeks min.	
Full-time	6 months min.	1 year min	1 year min

At Level 2, there is a differentiation relating to the entrance qualifications and experience of participants. Those with a low educational level and no previous training are expected to require longer to cover the same material.

Full day is calculated as 6 hours with a minimum of 5 hours in learning sessions.

Source: SAAECE Guide Accrediting Non-formal Training Courses, 1992

APPENDIX 3

Nature of programmes provided by JET-funded ECD projects

The Guide for Developing and Accrediting Non-formal Training Courses for Early Childhood Educators identifies four levels of non-formal training.

Level 1: Introductory Courses

Short courses designed to equip participants with specific practical skills needed to carry out clearly defined duties, usually under supervision, in a particular type of early childhood development programme.

Such courses may be designed to train assistants working in established ECD centres who are not expected to carry major responsibility for programme implementation.

Level 2: Foundation Courses

Substantial practically-oriented training courses designed to equip participants with the knowledge and skills required to facilitate the all-round development of young children in an age-appropriate manner either directly (working with children) or indirectly through working with parents, childminders and/or other community members. Duties include planning and implementing an early childhood programme according to clearly defined aims and objectives.

Level 2 courses provide training for fairly specific early childhood services in terms of the age of the children and/or programme setting, such as early childhood educators responsible for the care and development of a group of children aged between two and six years (group setting).

Level 3: Development Courses

Further training courses designed to extend participants' theoretical knowledge and understanding of issues in early childhood care and education, and to develop additional skills required to plan and implement high quality educational services for young children and/or the adults who care for them. Participants are expected to have completed relevant basic training.

Courses cover early childhood development and health care (work with children); parent education, community development, and advisory/training skills (work with adults); and administration and supervisory/managerial skills (work with systems), and may focus on skill development in one of these areas, e.g. reception class teaching.

Level 4: Advanced Courses

Advanced courses designed to deepen participants' theoretical knowledge in a particular area and develop high level skills related to programme development, research and evaluation, materials development, and/or project design and management.

Courses are designed for senior trainers; research and development staff responsible for training course design or early childhood curriculum/programme development and evaluation; senior administrative/managerial staff responsible for large-scale planning and monitoring (e.g. inspectors/planners), project design, or training centre management.

Though this guide provides a useful framework for developing courses, courses offered at the same level differ substantially across agencies with regard to length, duration and course content.

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