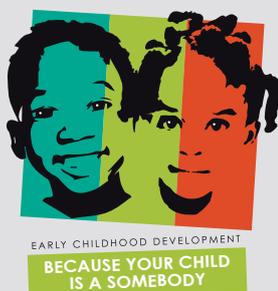




# Report on a Survey of Non-Profit Organisations Providing Training for ECD Programmes and Services (birth to four years)

Linda Biersteker and Pam Picken



EARLY CHILDHOOD SERVICES AND  
SUPPORT FOR VULNERABLE  
CHILDREN IN SOUTH AFRICA



SEPTEMBER 2013

# Report on a Survey of Non-Profit Organisations Providing Training for ECD Programmes and Services (birth to four years)

This research was commissioned by Ilifa Labantwana and conducted by Linda Biersteker (Early Learning Resource Unit) and Pam Picken (Leadership in Development).

This version of the Report has been edited and abridged.  
The full Report, including Appendices, is available on request.

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EARLY CHILDHOOD DEVELOPMENT SERVICES AND SUPPORT  
FOR VULNERABLE CHILDREN IN SOUTH AFRICA



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## ACRONYMS

ACCESS	Alliance for Children's Entitlement to Social Security
AGM	Annual General Meeting
ALERT	Alliance for Limpopo ECD Resource and Training
ASHA	African Self Help Association
B-BBEE	Broad-Based Black Economic Empowerment
CEPD	Centre for Education Policy Development
DHET	Department of Higher Education and Training
DOH	Department of Health
DSD	Department of Social Development
ECD	Early Childhood Development
EPWP	Expanded Public Works Programme
ETDP	Education, Training and Development Practices
FET	Further Education and Training
FETC	Further Education and Training Certificate
NDA	National Development Agency
NECTA	Network of Eastern Cape Training Agencies
NPO	Non-Profit Organisation
NQF	National Qualifications Framework
PIVOTAL	Professional, Vocational, Technical and Academic Learning
PBO	Public Benefit Organisation
QCTO	Quality Council for Trades and Occupations
RPL	Recognition of Prior Learning
SAIDE	South African Institute for Distance Education
SAQA	South African Qualifications Authority
SETA	Sector Education and Training Authority
TREE	Training and Resources in Early Education





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## EXECUTIVE SUMMARY

Early childhood development (ECD) is receiving significant official attention, and features prominently in South Africa's National Development Plan and its Vision 2030. A 'window of opportunity' thus exists for the renewed development and upscaling of ECD in South Africa.

The ECD Non-Profit (NPO) training sector has played a prominent role over a period of decades in the design and implementation of ECD projects. Ilifa Labantwana, a South African donor partnership which supports policy implementation of integrated ECD in a sustainable manner, commissioned this survey of NPOs offering ECD services, projects and programmes for children aged 0–4.

Currently there is little accurate, up-to-date information on the size, scope, capacity and geographic distribution of ECD NPOs involved in training for services. Any scaling up of ECD services will require this information to inform and plan implementation as well as determine the support needed.

## Methodology

A database, consisting of 96 ECD NPOs involved in training for services and programmes for children aged 0–4, was established. There was a high response rate (78%) from the 76 ECD Training NPOs that met the criteria. The NPOs completed a comprehensive survey questionnaire, including a section where they were required to indicate key issues they feel need to be addressed in order to enable them to scale up training.

## Key Findings

- **Scope and Shape of the Sector:** The ECD training NPO sector is relatively small and diverse, and currently lacks capacity for the scaling up of ECD services and programmes for children aged 0–4. There is also a significant imbalance of distribution, with most ECD training NPOs located in metropolitan areas, particularly in Gauteng and the Western Cape, whereas, in terms of child numbers, the rural provinces are significantly under-serviced. Six ECD NPOs have closed over the last five years.
- **Legal Structures, Governance and Accreditation:** Most organisations are legally compliant, but may need support with Public Benefit Organisation (PBO) and Section 18A registration. They may also need help in complying with updated governance guidelines and potential changes in accreditation requirements through the Quality Council for Trades and Occupations (QCTO).
- **Learning Programmes:** Only 63% of respondents are registered with the Education, Training and Development Practices Sector Education and Training Authority (ETDP SETA). Less than 50% are accredited to offer the Further Education and Training Certificate: ECD, which is currently the principal ECD qualification requirement. However, it appears that a number have not offered this learning programme over the last three years. Only 10 ECD NPOs have offered NQF Level 5 qualifications in the last three years, which is a concern given the need for the upgrading of qualifications. Relatively few accredited learning programmes, especially learnerships, have been offered – this may be a result of a shift of public funding to public Further Education and Training (FET) colleges. There is a significant variation in the duration and delivery of qualification learning programmes, which could affect the quality of delivery. In fact, most ECD training programmes are short, non-accredited, cover a wide range of





content, and focus on ECD practitioners working in centres. There is a strong emphasis on on-site support, with many NPOs providing teaching and learning resources, both of which are linked to quality improvement.

- **Trainees:** 96% are female, almost 50% are younger than 35 and many have matric. Almost 10 000 of a total of 14 415 trainees work in ECD centres.
- **Staffing:** The total full-time staff complement of ECD Training NPOs is less than 1 000. Half the organisations have a staff complement of eight or less. These small staff complements are a challenge for the scaling up of ECD training. 86% of management and professional staff are female, while only 37% are formerly disadvantaged. 79% of directors have a diploma or degree; over 50% are over 50 years old; 40% have had no leadership or management training or support; and 40% have been in their current leadership position for less than five years. Of the ECD trainers, 56% have a diploma or degree, but at least 45% have no adult education/facilitation qualification. Based on their qualification levels, 47% could train practitioners up to NQF Level 5 certificate, while 25% should only train below NQF Level 4. English is the main medium of instruction and there is a need for more African language training. 25% of trainers are over 50 years old, which indicates a need to recruit younger trainers.
- **Stakeholder Relationships:** Most providers network with government departments, predominantly the Department of Social Development (DSD). They belong to a range of networks, with 68% indicating membership of the National ECD Alliance.
- **Funding and Sustainability:** Almost all respondents commented on the need for funding to sustain and increase their ability to provide quality training. Donor funding is still the major source of funding, with few respondents accessing public funds. Most providers rated their funding status as shifting from good to fair between 2011 and 2013. Only 42% have an endowment or reserve fund.
- **Infrastructure:** One third of respondents indicated that they would need increased infrastructure to scale up training.

## Key Recommendations

The recognised need for significant scaling up of ECD programmes and services will require a concomitant increase in the training of ECD personnel. This necessitates a strong, well-resourced and highly capacitated ECD NPO training sector. A strategy needs to be put in place to ensure this and to prevent further attrition in the sector. This in turn will require both the government and the donor community to consider ways of addressing the following needs:

- **Funding:** Sustainability is a major challenge with regard to the current and future training needs for enhanced ECD service delivery. For example, an advocacy campaign on the importance of the early years is urgently needed, as is a lobby to increase funding for ECD services. The ECD NPO training sector needs support, especially if it has to be able to effectively access funding from the public and/or private sectors. Partnerships with government departments and public institutions also need to be developed.
- **Staff Capacity:** Leadership and management capacity is a key component of successful programme delivery and scaling up. Support is needed to develop this capacity and plan for succession. Existing trainers need to upgrade their skills leading to professional ECD qualifications and additional qualified trainers need to be sourced, especially those able to train in African languages. Trainers are required for community development qualifications, basic ECD skills programmes, fundamentals and post Level 4 qualifications.





- **Systems Support:** Effective management and organisational development are crucial for quality service delivery. Some organisations need support in meeting statutory requirements. Many need help with accreditation, as well as with the development of quality assurance, monitoring and evaluation tools and systems.
- **Advocacy and Networking:** The rapid developments in ECD and the move towards greater public provision require that the ECD NPO sector enhances its ability to access information so that it can lobby strongly for inclusion and be able to influence developments. A comprehensive, coordinated ECD human resource development strategy is required, involving all key stakeholders, including the ECD NPO training sector.





## 1. BACKGROUND TO THE SURVEY

### Why a survey of the non-profit ECD sector?

At long last, early childhood development (ECD) in South Africa is beginning to receive the kind of official attention that it sorely needs. ECD now features prominently in South Africa's National Development Plan and its Vision 2030, and a number of important government initiatives in the last two years have succeeded in elevating it to its rightful position as an issue of national concern. As a result of this attention from Cabinet and key public bodies, a 'window of opportunity' has opened up for the renewed development and upscaling of ECD in South Africa.

In 2012 the Department of Performance Monitoring and Evaluation in the Presidency and the Inter-Departmental Steering Committee on Early Childhood Development commissioned the Human Sciences Research Council (HSRC) to undertake a Diagnostic Review of ECD in South Africa. The review looked at the country's existing ECD paradigm, current services, human resources, funding and impact and provided recommendations for action.

The Review found that while many of the elements required for comprehensive ECD support and services are already in place, there is a need to broaden the current definition of ECD programmes contained in the Children's Act. In particular, improvements in access and quality are needed, including support for parenting, prevention of stunting among young children, early stimulation and safe and affordable child care for very young children. The review proposed a rapid expansion of ECD provision to the most at-need families, with an emphasis on children with disabilities.

In March 2012, the Minister of Social Development convened a national ECD conference which produced a number of important resolutions and a signed Conference Declaration. Stakeholder meetings across the country followed, and a draft Integrated Programme of Action for ECD 2013–2016 is presently under consideration by Cabinet. Importantly, this document foregrounds the need to build human capital in the ECD sector, and envisages a significantly increased number of accredited training providers by 2016. Concurrently, the South African Local Government Association (SALGA) is also engaged in defining local government's roles and responsibilities for young children.

As a civil society initiative that aims to support the scaling up at national level of integrated ECD services for children in marginalised and poverty affected communities, Ilifa Labantwana (known generally as "Ilifa"), has identified the development of human resources as a key strategic objective.

Ilifa recognises the important role played by the non-profit (NPO) sector over a period of decades in designing, developing and implementing ECD programmes in South Africa. But this important work, until now, has not been explained and quantified in sufficient detail. In order to establish a common foundation for the work to come, Ilifa commissioned this Survey, the core objectives of which are to scan the ECD NPO training sector and determine its capacity, as a whole, to play a significant role in scaling up ECD services at national level.

The Survey's terms of reference included the collecting of recent data on ECD NPOs to give an overall picture of their geographic position, size, capacity, type of training, reach and accreditation status. This





is a very useful tool in identifying gaps in provision. The Survey focuses on ECD NPOs that offer training to practitioners who work with children aged 0–4, in marginalised and poverty affected communities, in centre and non-centre based programmes. Both accredited or non-accredited training organisations were surveyed. However, training for Grade R practitioners or educators is excluded.

The Survey was commissioned against a backdrop of challenges and opportunities. A number of other studies, including the 2012 ETDP SETA ECD Sector Skills Plan Update<sup>2</sup>, have also been undertaken. The range of current opportunities and challenges presented in the report are summarised in Section 5 of this document.

## ECD training in the NPO sector

Community groups and welfare organisations have been supporting parents in the provision of care and education for young children since the early decades of the twentieth century. However, until as late as the 1960s, ECD provision outside the home was provided almost exclusively to white children<sup>3</sup>. In the 1960s and 1970s, teacher training in early childhood education was available to white students in some provinces, while courses for coloured<sup>4</sup> and African students were provided at the Soweto College, the Athlone Training Centre and the St Francis Adult Education Centre in Langa.

From the 1970s on, ECD NPOs began to play an increasingly significant role in the design and provision of ECD training, services and programmes, generally focusing on young children in poor communities. Key ECD NPOs formed prior to 1985 include the African Self Help Association (ASHA) (1949), Grassroots (1969), Athlone Early Learning Centre (later Early Learning Resource Unit) (1972), Foundation for Community Work (1972), Ntataise (1980), Centre for Social Development (1981) and Training and Resources in Early Education (TREE) (1984). These organisations all still play an important role, but unfortunately there are many others that have been forced into closure by an extremely challenging funding and regulatory environment.

The 1980s and 1990s saw considerable expansion in the sector. This was mostly in response to a demand for training, from women who had started or wanted to start crèches or pre-schools in disadvantaged communities, either as private businesses or community organisations. State involvement at that time was extremely limited, so it was up to the NPOs to step in and provide ECD training curricula, resources and support materials. This they did, and some outstanding models emerged. But while their trainees often gained excellent skills, there was no formal certification.

To this day, most training remains focused on training teachers for crèches and pre-schools (known collectively as ECD centres) and providing implementation support and resources. However, some NPOs have broadened their scope over the last two decades to extend ECD programmes and services so that they are available to young children who don't attend ECD centres. Home visiting, community playgroups, ECD centre outreach, toy libraries, mobile programmes and community development are all aspects of the broadening of ECD services.

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<sup>2</sup> ETDP: Education, Training and Development Practices; SETA: Sector Education Training Authority.

<sup>3</sup> National Education Coordinating Committee 1992.

<sup>4</sup> Apartheid population classifications are retained in this document because services were delivered differentially on the basis of population group and the reports cited reflect this.





A 1994 report produced by the World Bank in collaboration with the Centre for Education Policy Development (CEPD) documents the extensive pioneering work of what at the time was a thriving sector, with about 60 ECD NPOs in operation. These organisations had developed appropriate curricula for young children and a variety of models for reaching distant areas, as well as extensive training systems that provided ECD staff with appropriate skills and knowledge to work with young children and their families. The report gave full credit to the ECD NPOs, stating: “In South Africa, the major lifeline for providing and supporting communities in early childhood development has been the NGOs”<sup>5</sup>.

## Regulation and formalisation of the sector: A timeline

The first attempts to regularise the ECD training sector, and to initiate a system of common standards, began with the South African Association for Early Childhood Educare, which developed an informal peer accreditation system. This defined four levels of training: Level 1 – Introductory; Level 2 – Foundation; Level 3 – Development; and Level 4 – Advanced<sup>6</sup>.

The advent of South Africa’s democratic government in 1994 brought comprehensive changes to education policies and the education system, which impacted significantly on the work of the ECD NPO training sector. The key developments since 1995 are summarised in the timeline below<sup>7</sup>.

**1995: White Paper on Education and Training; South African Qualifications Authority (SAQA) Act (No. 58 of 1995), October 1995.** The 1995 White Paper set the stage for the recognition of an integrated approach to ECD services and the introduction of Grade R. The SAQA Act recognised the need for regulation and standardisation of a training and qualifications system.

**1996: Interim Policy for ECD.** A policy for the accreditation of practitioners and training providers was tested in the Reception Year Pilot Project.

**1997: White Paper on Social Welfare and establishment of SAQA.** The White Paper included range of models of provision for ECD, while SAQA was established to oversee the National Qualifications Framework (NQF), register qualifications on the NQF, and undertake quality assurance.

**1997–99: Reception Year Pilot Project.** ECD NPOs undertook the training for this Department of Education Project, using Interim Core Unit Standards developed by the Interim Accreditation Committee. In 1998–99, ECD standards were piloted by 41 ECD NPO providers in eight provinces, and Grade R provisioning was tested in community centres and at public schools.

**1998: Skills Development Act.** This Act established the National Skills Authority and the SETAs, as well as the National Skills Fund.

**2000: Nationwide Audit of ECD Provision.** Responses were received from 52 ECD NPO training providers. This audit provided the most up-to-date, reliable data currently available. More than 24,000 ECD sites and 48,000 ECD practitioners were identified, with 88% being unqualified or underqualified.

5 Padayachie et al, 1994.

6 SA Association for Early Childhood Development, 1994.

7 Derived from Table 1 (of Full Report): Key ECD and training policy developments and implications for ECD training





**2000: Establishment of ETDP SETA and the ECD Standards Generating Body.** The ETDP SETA regulates the education and training sector, accredits organisations and quality assures training. ECD NPOs offering training now have to meet criteria for accreditation with the ETDP SETA in order to offer recognised, accredited qualifications. They also have to seek programme approval for their training programmes. The ETDP SETA takes responsibility for skills development in the ECD sector and offers ECD learnerships. The ECD Standards Generating Body worked with ECD NPO sector nominees with the Department of Basic Education, teacher union representatives and other stakeholders to develop ECD qualifications.

**2001: Education White Paper on Early Childhood Development.** The White Paper provided for the introduction of Grade R. Whereas 80% of provision at this level had hitherto been offered by community-based ECD sites, this would now be provided at primary schools.

**2001–5: ECD Learnerships were offered through a Department of Education conditional grant, the ETDP SETA and the National Skills Fund Sakisizwe Project.** This represented a major shift in provision. Public funding was made available for ECD training, with NPOs as the main providers.

**2002–3: ECD qualifications registered by SAQA (Levels 1 and 4 in 2002; Level 5 in 2003).** ECD NPOs revised their training programmes in line with the new requirements.

**2004: Launch of the Expanded Public Works Programme (EPWP).** The social sector component of the EPWP included ECD Learnership training by accredited training providers, as well as stipends for learners. Many ECD NPOs successfully tendered, and began to provide ECD Learnership training in terms of the EPWP.

**2005–10: National Integrated Plan for ECD.** The focus of the Plan was to deliver 80% of ECD services for children aged 0–4 at household and community level. Many ECD NPOs developed innovative non-centre based ECD programmes that were responsive to and contextualised for particular communities. The Further Education and Training Certificate (FETC) in Community Development with an ECD Specialisation was registered as a qualification.

**2006: Requirements for registration of private further education and training (FET) providers.** ECD NPO providers offering a full qualification at FET level were required to register with the Department of Education and become accredited through Umalusi. Compliance proved difficult and costly, and very few providers achieved this.

**2007: FETC Certificate in ECD (ID 58761) replaced previous Level 4 National certificate: ECD.** ECD NPOs were required to redesign their Level 4 programmes to comply. The FETC included a second language as a requirement, in addition to mathematical literacy and first language competence.

**2010: The Children's Act of 2005 became operational.** Chapters 5, 6 and 8 of the Act relate to early childhood development. The Act sets out the requirements for registration of partial care facilities, ECD programmes and personnel, as well as qualification requirements for staff.

**2010: QCTO (Quality Council for Trades and Occupations) became operational.** QCTO had been established in 2008. In 2012 DHET informed ECD NPOs registered as private FET providers that they would no longer be registered with DHET, but would now have to register with QCTO. It is not yet clear how registration requirements may change or what implications such changes may have for ECD NPOs.





**2012: DHET Green Paper on Post-School Education and Training.** The Green Paper signalled a major focus on building the capacity of public FET colleges and offering SETA learnerships through them, including ECD Learnerships. This shift in focus has implications for the role, resourcing and sustainability of ECD NPO training.

## Current challenges

The ECD sector currently faces the following challenges:

- 3.1. Funding and sustainability:** In the context of the global economic crisis and reduced funding for NPOs and development work, ECD NPOs report challenges in raising sufficient funds to maintain levels of staffing and programme delivery<sup>8</sup>.
- 3.2. Shortage of sufficient and appropriately qualified and experienced staff for successful scaling up:** If planned levels of scaling up are to be achieved, the number of qualified specialist ECD trainers in ECD NPOs will have to be substantially increased. At the same time, the skills and qualifications of many existing staff members will have to be upgraded. Recent data on current needs is limited, but recent estimations for the ETDP SETA Sector Skills Plan Update 2013/4, based on the current child population and extrapolated from smaller studies of teacher qualifications, suggests that nearly 50 000 ECD practitioners would need initial training, while another 40 000 would require further training<sup>9</sup>.
- 3.3. Leadership and management:** Scaling up will also require leadership and management training throughout the ECD sector, including government, institutional training providers and those delivering services at community and household level<sup>10</sup>. Good leadership is crucial in ensuring that organisations continue to deliver quality programmes. Leadership development is therefore recognised as an important strategy to achieve this end. However, less than half of the current leaders of ECD training NPOs have undergone any leadership development or support programmes to date. A concern has also arisen that a number of experienced leaders in the sector are approaching retirement age and new leaders have to be groomed. Meanwhile, there are very few government officials with the necessary ECD experience to oversee and manage the expansion of the public sector ECD programmes that are expected to be the driving force behind the process of scaling up.
- 3.4. Practitioners and qualifications:** Studies across a range of countries and contexts have found that improved teacher and practitioner qualifications are associated with improved child outcomes. Qualification levels are thus often used as an indicator of service quality<sup>11</sup>. But comprehensive data on training levels in the ECD sector are currently unavailable<sup>12</sup>. The nationwide audit conducted in 2000 revealed that of 48 561 practitioners working in ECD facilities, the vast majority were considered to be underqualified. Recent research shows that many practitioners are struggling to cope with the educational demands of training programmes<sup>13</sup>. What this implies is that prevailing

8 Derived from discussions with Directors of ECD NPOs in the course of this Survey, 2012.

9 ETDP SETA, 2013.

10 Biersteker, 2008.

11 Biersteker, 2008.

12 Department of Education, 2001.

13 Biersteker, 2008; ETDP SETA, 2012 ; Moll, 2007.





schooling levels are not sufficient to guarantee that practitioners will easily meet requirements at the appropriate level, particularly if training programmes are not offered in their home languages.

- 3.5. Changes and requirements of ECD qualifications:** ECD NPOs need high-quality curricula, training materials and resources for both centre- and non-centre based ECD programmes. But ongoing changes in ECD qualifications and standards, which result in a costly and time-consuming process of producing and disseminating new materials, are a challenge for all concerned. Another problem for ECD NPOs is that many practitioners are struggling to meet the requirements of the fundamental learning component of the Level 4 qualification, and bridging programmes are needed<sup>14</sup>.
- 3.6. Support to improve quality implementation:** Experience, backed up by research, tells us that training alone is not enough. Quality implementation of ECD programmes, whether centre or non-centre based, will require regular, sustained on-site support and mentoring by trained staff<sup>15</sup>. This of course is costly to maintain and funding will have to be found to do so.
- 3.7. Provision of learning materials:** Studies indicate that many ECD programmes lack appropriate materials<sup>16</sup>, which makes it difficult to offer a range of educational activities. Some ECD NPOs supply materials such as toy kits, books, posters to support their training programmes, but not all NPOs can bear this additional cost, which in turn impacts negatively on practitioners' effective implementation of training.

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14 ETDP SETA 2012, SAIDE 2013.

15 Biersteker, 2004; 2008; Dawes et al, 2010; Richter et al, 2012.

16 Biersteker & Hendricks, 2012; 2013; UNICEF, 2010.





## 2. METHODOLOGY

A list of potential respondents was generated from the data bases listed below, as well as through contact with established regional providers. NPOs were also asked to identify other ECD NPOs not on the provincial lists sent to them.

The data bases consulted were:

- National ECD Alliance
- South African Congress for ECD
- Ntataise Network Data Base
- Network for Eastern Cape Training Agencies
- Western Cape Resource and Training Organisations Forum Database
- KwaZulu–Natal Provincial Advisory Group for ECD
- Gauteng ECD Institute Database
- South African Montessori Association
- DHET List of Private FET Colleges
- SAQA Private Provider Data Base
- South African Institute for Distance Education (SAIDE) Contact List
- Ilifa Labantwana List of Recipient ECD NPOs involved in Regenesys Training Programmes
- Yezingane Network List.

An initial list was drawn up of 110 non-profit organisations offering training of some kind for the ECD sector. Six ECD NPOs that featured on several of the lists were found to have had closed, two during the survey period.

The questionnaire was designed in collaboration with the Ilifa Research and Monitoring and Evaluation Advisor, tested and adjusted, then emailed to the list with a covering letter and request for participation, supported by telephonic and email reminders. Of the final list of 96 providers who met all the criteria (NPO and providing training), 76 completed questionnaires, six could not be contacted, two refused or offered insufficient information, and 12 did not respond at all. Amongst those who did not respond are two large accredited learnership providers, one in the Western Cape and the other in Gauteng, and several non-accredited smaller organisations, but the overall response rate of 78% was good.

Numerical responses were captured and a descriptive analysis undertaken. Outlier responses were culled and there was also some missing data in some instances. The Figures presented below detail the responses per question.

The survey did have some limitations, of which the most significant were the length and complexity of the questionnaire; the possibility that some respondents may have presented their work in an overly favourable light; and the inability of the survey methodology to gauge the quality of delivery.





### 3. FINDINGS

#### 3.1. Survey sample

The 2011 national census recorded 5,68 million children aged 0–4, of whom the largest numbers were in KwaZulu–Natal and Gauteng. These two provinces also had the highest number of registered ECD centres, but the ratio of ECD centres to child population is lower than some of the other provinces. The number of ETDP SETA-accredited NPOs also varies, with the Western Cape having a far higher proportion of accredited NPOs than Limpopo, Mpumalanga and the North West, where there are very few NPOs in operation. Some NPOs provide training services in other provinces.

**Fig 1: Provincial location of respondents<sup>17</sup>**

Province	Child population 0–4	Number of Registered ECD Centres	Number of NPOs	Number of ETDP SETA Accredited NPOs
Eastern Cape	767 216	2 938	10	5
Free State	295 896	3 002	6	5
Gauteng	1 191 418	3	17	7
KwaZulu–Natal	1 198 134	3 398	9	7
Limpopo	680 163	2 442	5	3
Mpumalanga	461 559	1 402	4	3
North West	404 347	1 033	1	1
Northern Cape	121 918	580	2	2
Western Cape	564 800	1 825	22	8
Total	<b>5 685 452</b>	<b>20 140</b>	76	41

#### 3.2. Legal structures and governance

Since the rapid increase of new ECD NPOs offering training in the 1980s and 1990s, there has been a significant drop-off in the establishment of new organisations. It is of concern that, in addition to the six organisations that were on recent ECD sector lists but had already closed before the survey was conducted, a further six closed in the last five years, suggesting perhaps that the increasing public sector role in ECD training provision since 2000 has had an impact on NPO provision. This may have applied particularly where smaller NPOs experienced difficulties in meeting formalised training requirements. The withdrawal of some donor support for ECD training has also been a factor.

Donors often require recipients to have public benefit organisation (PBO) status. This is a significant concern because, as **Fig 4** shows, 26 of the NPOs surveyed did not have PBO status. Even more lack the Section 18A certificate, which could also affect their ability to fundraise. While complying with the complexities of B-BBEE certification is challenging, small and medium-sized businesses are a potential source of funding, and B-BBEE certification does facilitate this. It is clear that support is needed in many

<sup>17</sup> Population data: Census 2011; ECD Statistics: National Department of Social Development March 2012. Provided by Louise Erasmus, Social Work Policy Manager: Partial Care and ECD.





instances for NPOs to register as PBOs, obtain Section 18A certificates, and, where possible, to comply with B-BBEE requirements.

A good indicator of the governance status and functionality of an NPO is whether it is able to hold its Annual General Meeting (AGM) regularly every year. **Fig 5** shows that 13 organisations did not hold AGMs within the past year. (It is not clear if any of these organisations were deregistered or noted as noncompliant by the NPO Directorate of the Department of Social Development in the recent crackdown on NPOs.) Support may be needed to help some NPOs achieve compliance with good governance principles and the requirements of the King III Code for NPOs.

With regard to accreditation status, the survey responses do not tie up with ETDP SETA data. According to the ETDP SETA data, 39 of the respondents are registered for current qualifications, and a further seven have provider accreditation status or provisional accreditation. However **Fig 6** shows that 47 respondents claimed accreditation. Even if ETDP SETA records are not entirely current, it would appear from these discrepancies that some NPOs are not clear about the accreditation process. Support is thus also required in this area.

Similar discrepancies are found with regard to registration as Private FET Colleges. According to the official DHET list, 11 of the respondents were registered as Private FET Colleges in mid-2012 (this was necessary in order to offer the full Level 4 qualification), whereas **Fig 7** shows that 15 organisations indicated that they were registered. This registration no longer applies since the introduction of the new Quality Councils. Organisations may need information and support in negotiating new requirements for registration with the Quality Council for Trades and Occupations.

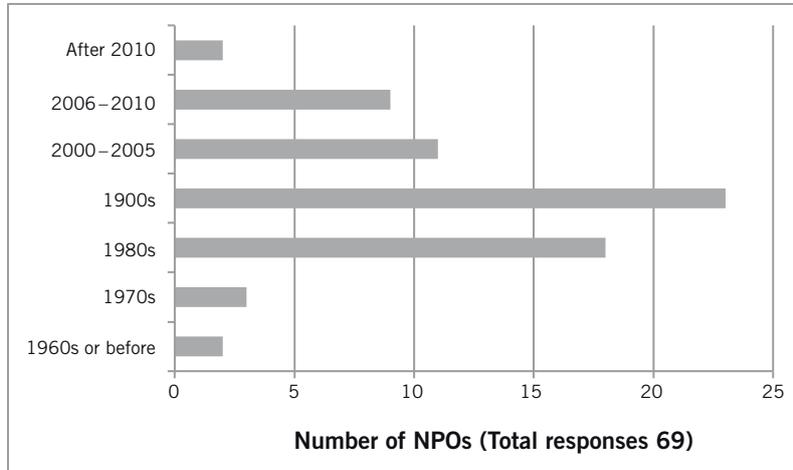
Finally, while most ECD NPOs are exempt from the National Skills Levy (due to small staff size and turnover) funding for training is available from the ETDP SETA, National Skills Fund and Professional, Vocational, Technical and Academic Learning (PIVOTAL) programmes. Information and guidance on what is available and how to apply would also be of great help to many organisations.

The import of the findings in this section is that issues of governance and legal structure are a challenge for many ECD NPOs. The reasons for the closure of several organisations need to be ascertained, as does the impact of a reduction in previous levels of donor support for ECD training. It is clear that support is needed in many instances, whether to help NPOs to register as PBOs, obtain Section 18A certificates, comply with B-BBEE requirements, achieve compliance with good governance principles, become properly accredited, or access the funding for training offered by the ETDP SETA and PIVOTAL programmes.





**Fig 2: Year the ECD NPO was established**



**Fig 3: Legal structure**

Legal Structures	Number of NPOs
Association by constitution	23
Trust	22
Section 21 Company/Non-profit company	48
Total responses	74

Note: In order to comply with registration requirements for a Private FET college, Some organisations have two legal entities.

**Fig 4: Organisational registrations**

Registration	Yes	No	Total responses
Non-profit Organisation	76	–	76
Public Benefit Organisation (PBO)	50	26	76
Section 18A Certificate	43	33	76
B-BBEE Certificate	20	56	76

**Fig 5: Governance**

Governing Structure	Yes	No	Total Reponses
Meets regularly	76	0	76
Produces regular reports	71	5	76
Produces regular financial statements	73	3	76
Had an AGM within this last year	63	13	76





**Fig 6: Accreditation status**

Accreditation	Yes	No	Total responses
ETDP SETA	48	28	76
Umalusi	7	69	76
Department of Higher Education & Training	12	64	76

**Fig 7: Registration as a private FET college**

Registered as Private FET College	Number of NPOs
Yes	15
In process	9
Total responses	24

**Fig 8: National Skills Fund compliance**

National Skills Fund Compliance	Yes	No	Total Responses
Submits a Workplace Skills Plan	23	53	76
Pays the National Skills Levy	17	59	76

### 3.3. Learning Programmes

#### 3.3.1. Accredited training offered

The main categories of accredited ECD qualification are Level 4 Further Education and Training (FET) Certificates and a National Certificate in Early Childhood Development; and Level 5 Higher Certificates and National Diplomas. The Level 4 FET Certificate in Early Childhood Development (FETC: ECD – ID 58761) is the current basic entry-level qualification for those who want to enter the ECD field. Data presented in **Fig 9** suggest that even if NPOs may have learning programme approval they may not currently have the funding, capacity or current programme focus to offer accredited learning programmes. Most are accredited to offer the Level 4 FET Certificate (ID 58761), but the capacity to offer the Level 5 Higher Certificate and Diploma is spread very thinly. There is some discrepancy between completed survey forms and accreditation status according to the ETDP SETA data base<sup>18</sup>, and in one case a Level 5 certificate was accredited by an international body and not the South African Qualifications Authority. The reasons why some NPOs that were offering the National Certificate have not registered to offer the FETC: ECD also requires further investigation<sup>19</sup>.

18 In the case of the Level 4 qualification it is possible that some of the providers were offering the now deregistered National Certificate in ECD Level 4, which was still open for achievements (i.e. trainees already enrolled could complete the qualification) until October 2011. However some of them do not appear on the ETDP SETA or SAQA database. It is possible that some have not been loaded onto the electronic database. It is equally possible that some are offering the qualification in partnership with an accredited provider. Finally it may be that the learning programme has been designed based on the qualification but is not being offered for credits.

19 Discussions during consultations about the ETDP SETA Sector Skills Plan update (ETDP SETA 2012) suggest that not having registration with DHET as a private FET College may have contributed to this.





Interestingly, the number of ECD NPOs accredited to offer the FET Certificate in ECD is greater than the number of public FET colleges with this accreditation<sup>20</sup>. It is unfortunate that very few NPOs are accredited to offer the FET Certificate in Community Development ECD, which was specifically designed for community workers who wish to specialise in ECD and has been seen as a qualification route for ECD outreach and family workers.

Currently the number of providers able to offer ECD qualifications – NPOs, public FET colleges and private providers – is very limited. It is also very clear that some regions are radically underserved.

Although they were requested to provide information on the achievement of qualifications and dropout rates, many providers were not able to do so. However, it is always challenging to provide accurate data at a particular point in time, and dropouts in particular are a moving target.

**Fig 9: Number of ECD providers accredited to offer full qualifications by province and total offering the qualification<sup>21</sup>**

Qualification	FETC: ECD (ID 58761)	Higher Certificate: ECD (ID 23117)	Diploma: ECD (ID 23118) or ID (64650)	FETC: Community Development: ECD (ID 76984)
Eastern Cape	6	1	3	2
Free State	5			1
Gauteng	6			
KwaZulu-Natal	5	2	1	
Limpopo	3	1		
Mpumalanga	2			
North West	1			
Northern Cape	2	1		
Western Cape	3	4	3	1
Total Accredited	33	9	7	4
Total NPOs offering qualification in last three years	33	5	5	2
Organisations offering the qualification not listed on the ETDP SETA or SAQA databases	6			

### 3.3.2. Enrolments

The largest enrolment for the Level 4 Certificate during the period was 5119 trainees. **Fig 10** gives the total enrolments for other qualifications. **Fig 11** provides information on enrolments, achievements, dropouts and those in progress per qualification for the organisations which provided this data.

<sup>20</sup> ETDP SETA, 2012.

<sup>21</sup> The Basic Certificate in ECD (ID 23114) and National Certificate in ECD (ID 23116) are excluded as these are no longer current.

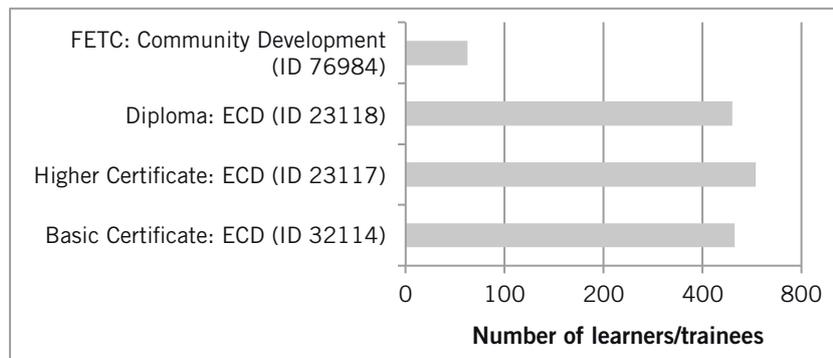




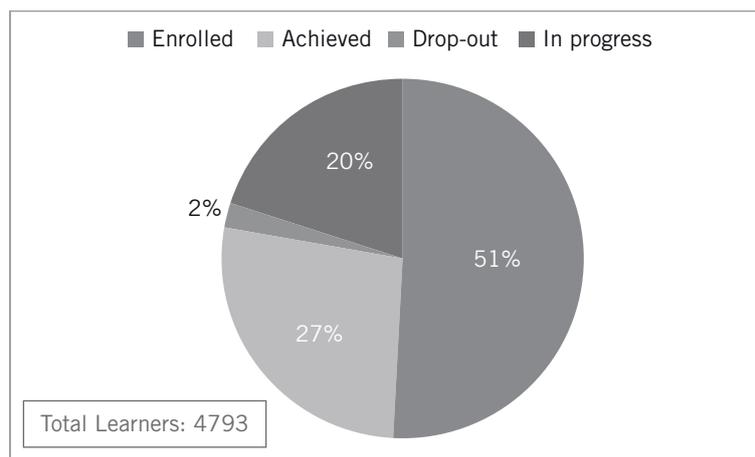
One would expect achievements to be fewer than enrolments, and this is indeed the case, attributable to the duration of learning programmes, and to drop-outs. Not all providers provided the requested breakdown of learners who had dropped out or were still in progress. While **Fig 11** does not include training from public and private providers, which has been quite substantial, the aggregated numbers of practitioners in training is very small when matched against estimated need<sup>22</sup> as shown in **Fig 12**.

It should be noted that the estimates in **Fig 12** are based on assumptions about what training is needed, extrapolated from smaller local studies. The number of practitioners in registered centres was provided by provincial Departments of Social Development. The population estimation was based on ratios of one practitioner to 20 learners or families for the entire 0–4 population as given in Census 2011. It was assumed that many practitioners coming into the ECD sector as it grows will have matric as their entry qualification.

**Fig 10: Enrolments for ECD qualifications 2010–2012<sup>23</sup>**



**Fig 11: Enrolments and achievements 2010–2012<sup>24</sup>**



<sup>22</sup> ETDP SETA, 2013.

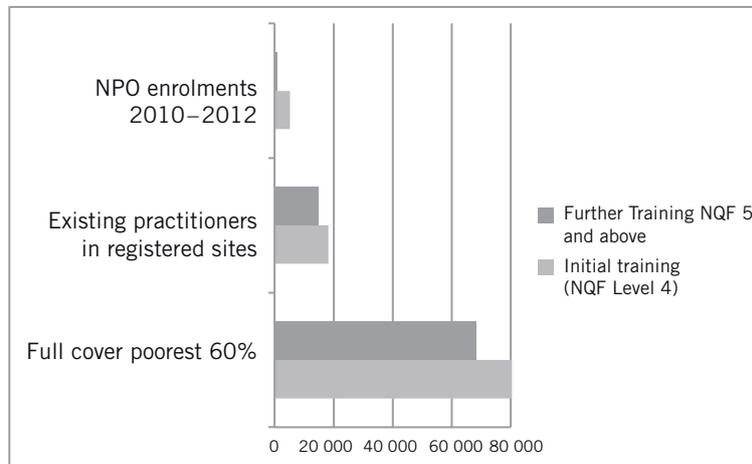
<sup>23</sup> Because of the variation in starting and ending times of different training programmes, many of which are longer than one year, the enrolments and achievements for 2010–2012 have been aggregated.

<sup>24</sup> This is based on complete data from 38 learning programmes. As can be seen drop-outs are relatively low and given different start times and durations, throughput looks reasonable.





**Fig 12: Learner enrolments 2010–2012 compared with estimated needs**



### 3.3.3. Skills Programmes and unit standards

The set of unit standards in **Fig 13** is suitable for more basic level practitioners. The first four were designed as an introduction or foundation in response to the phasing out of the Basic Level 1 certificate. Together with 24462, which is part of core for FETC: ECD 58761, they constitute ECD specialisation options for the Community Development Certificate at Level 3, which is suitable for outreach workers. Relatively few NPOs have learning programme approval for these. Another elective frequently offered is “Support children and adults living with HIV and AIDS (244259)”, a Level 3 stand-alone elective that is often offered with the FETC: ECD.

This is a potential area where NPOs are not in direct competition with public FET colleges, who would use these as the ECD specialisation for the Vocational and therefore could be an area for expansion, provided that funding support is available. Currently the only FET colleges accredited for these unit standards are in the Western Cape. There are materials available. Numbers of learners are low in relation to the overall goals for provision of the majority of programmes at home and community level. This may well be because these are newer unit standards, while the Basic Certificate in ECD is still phasing out and most NPOs remain focused on training for ECD centre staff where most practitioners require NQF Level 4 and above.

**Fig 15** shows that many NPOs are accredited to offer the reception year electives, a key area of training in the past. However, only one of these was offered by one NPO for two intakes of learners, probably as a result of the shift to focusing on pre-Grade R children. The Management elective at level 5 was offered by 28 providers, while 1441 learners were enrolled for 2010–2012. This is an encouraging sign, given that the quality of management has been shown to strongly influence the quality of ECD programmes<sup>25</sup>. The elective “Evaluate an ECD Service” has not been offered. Given the other more basic requirements of practitioners at Level 4, this is not surprising. However it is an elective that could be picked up as a skills programme in the context of quality improvement interventions.

25 Dawes et al, 2010; UNICEF, 2010.

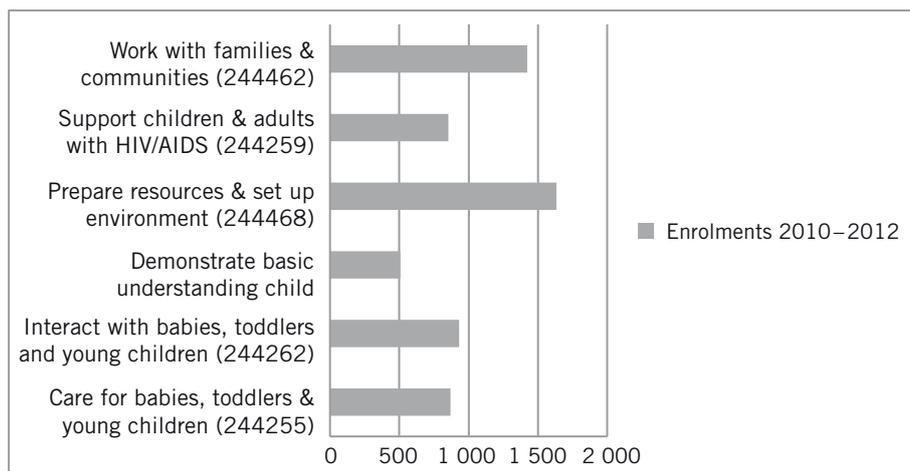




**Fig 13: Number of ECD providers accredited to offer the basic ECD unit standards Levels 1, 2 and 3 by province**

Unit Standard	Care for babies, toddlers and young children (244255)	Interact with babies, toddlers and young children (244262)	Demonstrate basic understanding of child development (244258)	Maintain records and give reports about babies, toddlers and young children (244261)	Prepare an environment for babies, toddlers and young children (244263)	Support children and adults living with HIV and AIDS (244259)	Work with families and communities to support Early Childhood Development (244462)
Eastern Cape	1	1	1	1	1	5	5
Free State	1	1	1	1	1	5	5
Gauteng	2	2	1	2	1	6	6
KwaZulu-Natal	1	1				5	6
Limpopo	1	1	1	1	1	3	3
Mpumalanga						2	2
North West	1	1	1	1	1	1	1
Northern Cape						2	2
Western Cape	1	1	1	1	1	3	3
Total listed as accredited on the ETDP SETA database	8	8	6	7	6	31	30
Total offering programme	13	13	10		16	15	15

**Fig 14: Practitioner enrolments 2010–2012 ECD unit standards NQF Levels 2 and 3<sup>26</sup>**



<sup>26</sup> Because of the variation in starting and ending times of different training programmes, many of which are longer than one year, the enrolments and achievements for 2010–2012 have been aggregated.





**Fig 15: Number of ECD providers accredited to offer Level 5 electives by province**

Unit Standard	Facilitate a lifeskills learning programme in the reception year (244260)	Facilitate a literacy learning programme in the reception year (244257)	Facilitate a numeracy learning programme in the reception year (244256)	Manage an ECD Service (244478)	Evaluate an ECD Service (244481)
Eastern Cape	5	5	5	5	5
Free State	5	5	5	5	5
Gauteng	5	5	5	5	5
KwaZulu–Natal	6	6	6	6	5
Limpopo	3	3	3	2	3
Mpumalanga	1	1	1	2	2
North West	1	1	1	1	1
Northern Cape	2	2	2	2	2
Western Cape	5	5	5	3	3
Total	33	33	33	31	31

### 3.3.4. Fundamentals

Few providers provided information on fundamentals materials used, although requested to do so, probably because this was seen as being part of full qualifications.

**Fig 16: Fundamentals materials used**

Materials Used	Number of NPOs
Ntataise	5
Eduwrite (Western Cape Education Dept)	3
Klein Karoo	3
College of Cape Town	2
NPO developed its own material	3
Total respondents	16

### 3.3.5. Delivery of qualifications

Respondents offering accredited qualifications completed a table giving details of the delivery and costs and funding of these. These are presented in this section.

**Fig 17** and **Fig 18** summarise the duration and number of contact days for each of the current qualifications. They indicate great variation in both duration and days of contact time and this is likely to impact both on quality and cost. There is no required duration for qualifications which should be targeted to the needs and level of participants and delivery format of the programme (e.g. a learnership requires a minimum of 30% of contact time as most learning should take place in the workplace). However, the variability suggests that there may be a need for greater attention to the standard of delivery. Short durations





may be insufficient for thorough completion of the programme content unless the learners/trainees are very experienced. This is the responsibility of the Quality Assurance Body but could also be an area for discussion within the sector.

Similarly, the frequency of support offered on site could significantly influence the quality of implementation. **Fig 19** shows that whereas only three on-site visits are budgeted as part of public funded learnerships, providers tend to considerably exceed this. This is a critical element in improving the quality of implementation. Fortunately, government departments do acknowledge the valuable role that ECD NPOs play in regard to on-site support. However, according to reports from ECD Training NPOs this support is most often funded by donors<sup>27</sup>.

**Fig 17: Duration of training for qualifications**

Duration	Number of NPOs			
	Level 4/ FETC: ECD	Level 5 Higher Certificate ECD	Level 5 Diploma ECD	Level 4/FETC Community Dev: ECD
10–15 months	10	2		1
18–20 months	15	5		
24 months	7	1	3	
36 months		2	1	2
Median	18	18	24	24

**Fig 18: Days of contact time for qualifications training**

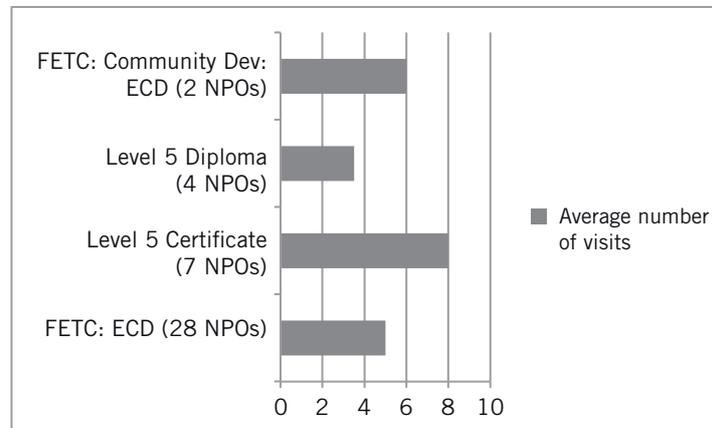
Contact days	Number of NPOs			
	Level 4/ FETC ECD	Level 5 Higher Certificate ECD	Level 5 Diploma ECD	Level 4/FETC Community Dev: ECD
Under 60	13	2		
60–80	9	3	2	1
81–100	4			1
101–120	3	2	1	1
Over 120		1	1	
Median	65	77.5	90	90

<sup>27</sup> ETD P SETA, 2013.





**Fig 19: Number of on-site visits to ECD centres or programmes for support and assessment**

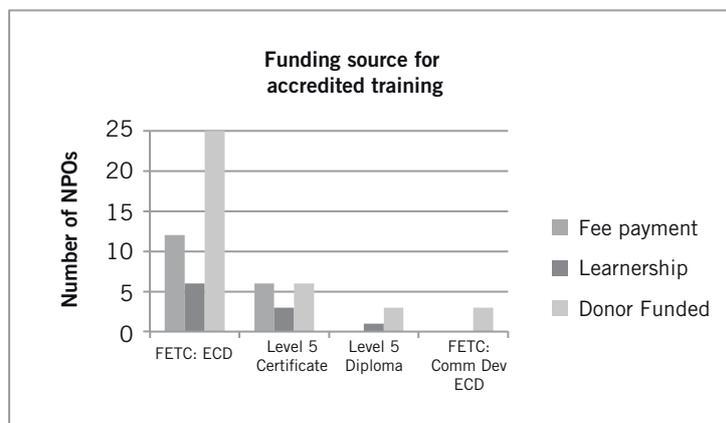


### 3.3.6. Funding sources and costs of qualifications training

Most of the accredited qualifications are donor funded and it is significant that very few of these programmes have been offered in the last three years. This could be attributed to the withdrawal of donors from funding qualifications training as public sector funding has become available for this purpose. However, it is notable that very few learnerships were offered, due presumably to the policy shift for learnerships to go through public FET colleges. In addition, large learnership contracts have gone to private providers in the last few years<sup>28</sup>. While in some cases participants contributed to training, there were only two cases where participant fees were the only source of funding. In one case the fee was only R 3000 for the FETC: ECD.

Costs reported by providers vary considerably. For example, the cost of the FETC: ECD ranges from range R 3 000 to R30 000, with an average of around R16 000. Costs depend on staff, materials provided, length of training and the amount of on-site support given. It is possible that some respondents may not have included the full cost per learner in their responses. Some providers may need support in the financial management of training projects, especially how to cost training accurately.

**Fig 20: Funding sources for accredited qualifications**



28 ETDP SETA 2013.





### 3.3.7. Curriculum materials

Many providers are using the same materials. The Eduwrite materials developed by the Western Cape Education Department are required for all learnerships in that province contracted through public FET colleges.

**Fig 21: Curriculum materials used**

Qualification	Curriculum used	Number of providers
Level 4 FETC ECD	Ntataise	10
	National ECD Alliance	8
	Klein Karoo Resource Centre	7
	Eduwrite	5
	Custoda	1
	Wonderkids/Sustainability Institute	1
Level 5 Certificate	Klein Karoo Resource Centre	3
	Eduwrite	2
	Custoda	1
	Montessori Centre	1
	Port Elizabeth Early Learning Centre	1
Level 5 Diploma	Centre for Social Development	1
	Sustainability Institute	1
	Gert Sibande FET College	1
Level 4 FETC Com Dev ECD Spec	Khululeka/Lesedi/Early Learning Resource Unit	2
	Centre for Social Development	1

### 3.3.8. Learnerships offered

Of the total learnerships offered, a number were provided by providers who were contracted to offer more than one over the period. It can be seen in **Fig 23** that the number of providers is low relative to the number of accredited ECD NPO providers available in the ECD sector. Thirty three providers are accredited for FETC: ECD; nine for the Level 5 Certificate and seven for the Level 5 Diploma.

**Fig 22: Number of learnerships, participants and source of learnerships 2010–2012<sup>29</sup>**

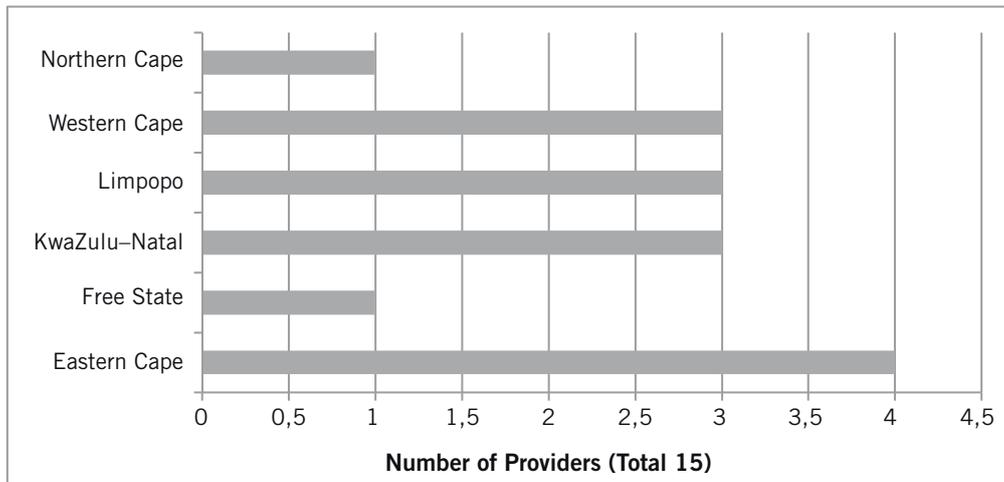
NQF	Learnerships	Participants	Sources
Level 1 Childcare	1	65	EPWP 1
FETC ECD/Level 4	20	584	ETDP SETA 9 Health and Welfare Services SETA 3 Department of Education 2
Level 5	6	190	ETDP SETA Department of Education

<sup>29</sup> Of 23 learnerships for which information was provided 9 were direct to the organisation, 11 via public FET colleges and 3 as part of an NPO consortium. Two providers did not give participant numbers.





**Fig 23: Number of providers offering learnerships by province 2010–2012**



### 3.3.9. Non-accredited training programmes, delivery formats and post-training support

Overall, 65 providers offer 264 non-accredited courses of various kinds. Just over half of the courses (138) have a field support component and in many cases this is quite substantial. A considerable number of practitioners participate<sup>30</sup>. It is likely that the increase in non-accredited programmes over the last three years is due to the reduction in learnerships granted to accredited ECD NPOs as a result of policy shifts.

Even if FET Colleges seek to partner with NPOs, the portion of the learnership fee offered to them is not financially viable. Furthermore, it has emerged that qualifications attained through learnerships do not necessarily improve quality of provision<sup>31</sup>, while short courses and on-site support directed to specific training needs may do so<sup>32</sup>. However, some of the newer training needs, such as family-based ECD, are more suited to non-accredited training because of low educational levels and the need for training to be targeted to the particular programme. The poor uptake of the community development qualifications and the lack of funded learning opportunities for them remain matters of concern.

However, it needs to be said that many of these non-accredited programmes are of very short duration. Unless they are intended as continuing professional development opportunities, or are components of longer programmes, they are unlikely to have much impact on the quality of service delivery. Furthermore, while such courses may provide valuable practical skills, there are no processes to verify their effectiveness. Many short courses, and the certificates that are issued to participants, are not recognised and thus are not helpful in assisting practitioners to progress along a career path. They may well add to the richness and variety in ECD programmes, as well as to contextual appropriateness, but without some form of standardisation they would be difficult to scale up in their current format.

**Fig 26** sorts the content of non-accredited training programmes into broad categories, and the large variances between what is offered, depending on the provider, duration and level, can clearly be seen. **Fig 27** shows the target groups for non-accredited programmes and how the vast majority of these are related to centre-based provision.

<sup>30</sup> There is likely to be some double counting here, both across years and courses, as the same participants might enrol for more than one programme.

<sup>31</sup> Biersteker, 2008.

<sup>32</sup> Dawes, Biersteker, Hendricks & Tredoux 2012.





The questions on training programmes delivery format (**Fig 28**) revealed a heavy reliance on face-to-face training, with very few models using distance education or technology<sup>33</sup>. However, the scaling up of ECD and upgrading of qualifications will require innovative training delivery formats using available technology and communications media, and this is an area for further exploration.

Another issue that requires some thinking is the accommodation of participants, which has many benefits, such as additional training time and peer group support, but brings in another category of expenses. **Fig 29** suggests that the majority of NPOs are serving learners from a wide area and need to accommodate them.

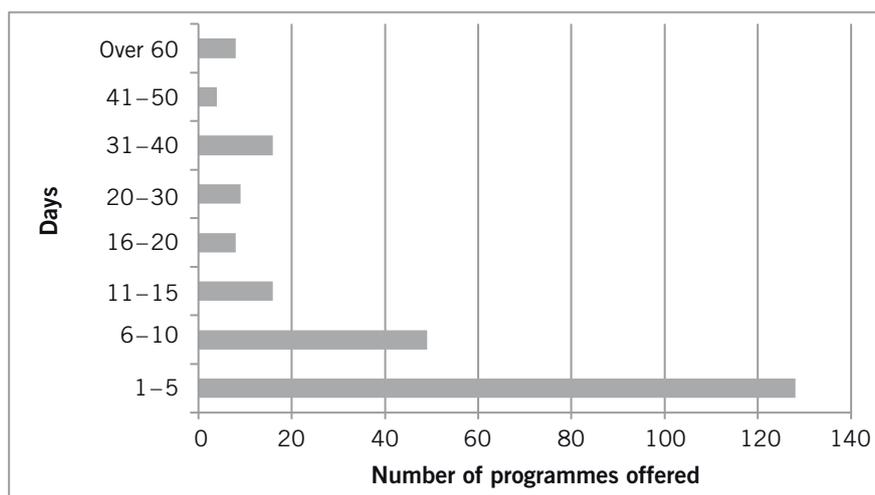
Support once training is complete (**Fig 30**) is known to be essential for quality of implementation<sup>34</sup>. NPOs in this survey reported a considerable amount of support given to practitioners, using a variety of methods. Several appear to continue this into the second year and beyond. This is generally reported to be an area in which NPOs add considerable value relative to public training institutions.

**Fig 31** shows that the majority of NPO training is delivered to those already working in the sector. This accounts for both full qualifications and non-accredited courses which are mostly targeted at those already working in ECD centres. In poor communities where many NPOs work, most practitioners have not had pre-service vocational training opportunities. Some providers target both pre- and in-service participants.

**Fig 24: Practitioners participating in non-accredited training programmes**

	2010	2011	2012
Number of practitioners	13985	17370	24837
Number of NPOs offering non-accredited programmes	46	53	60

**Fig 25: Duration of non-accredited training programmes**



33 Biersteker (2004) suggests that this may be because these distance or technology-based modes of delivery are generally more appropriate for participants with higher levels of formal education.

34 Biersteker, 2008; Dawes et al, 2010; ETDP SETA, 2012.

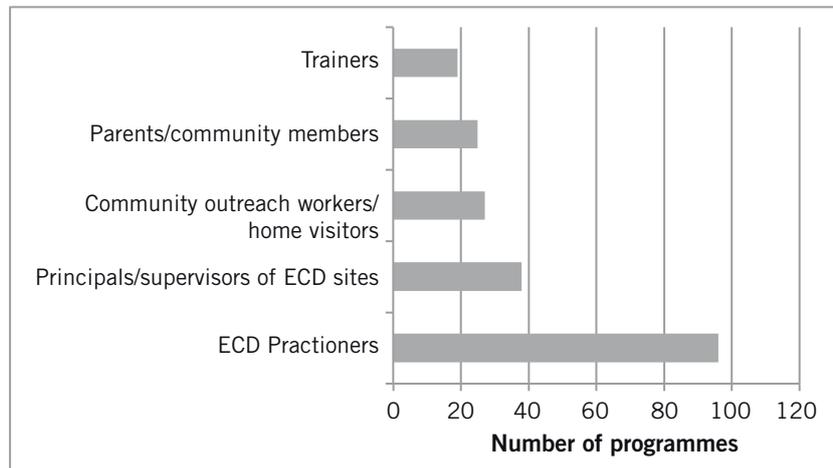




**Fig 26: Content of non-accredited training programmes**

Content	Number of Programmes
ECD Skills – basic	36
Management/leadership training for principals and governing bodies	26
Safety, health, first aid, HIV, nutrition	21
Out of centre models (Home visiting, playgroups, nodes of support, family work, Family Literacy)	19
Orientation/introduction	17
Babies and Toddlers	17
Managing toy libraries/making toys	17
Parenting	17
Literacy, math, school readiness	16
Specific curricula (HighScope, Montessori, Brain Boosters etc)	13
Enrichment/refreshers	11
Psychosocial Support /Diversity	9
Finance	7
Disability	6
Child assessment	4
Training of trainers, mentoring and coaching	4
Other	15

**Fig 27: Target groups for non-accredited training programmes<sup>35</sup>**

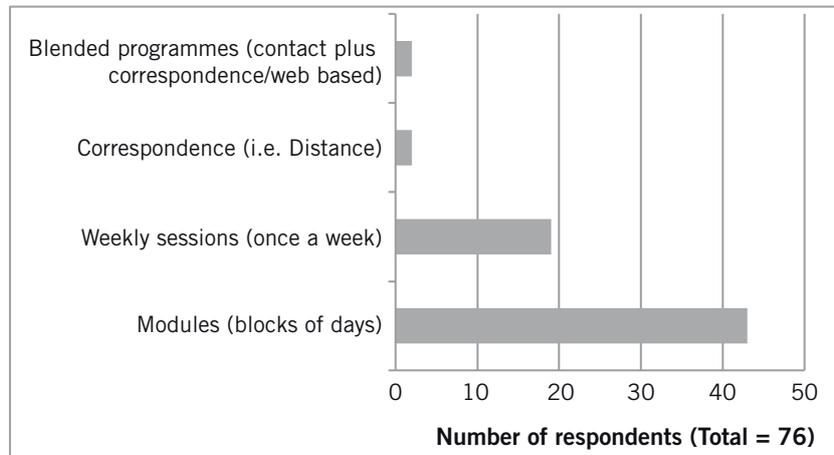


<sup>35</sup> Some of the training programmes have multiple audiences (e.g. practitioners, parents and community), but the table reflects the primary constituency.

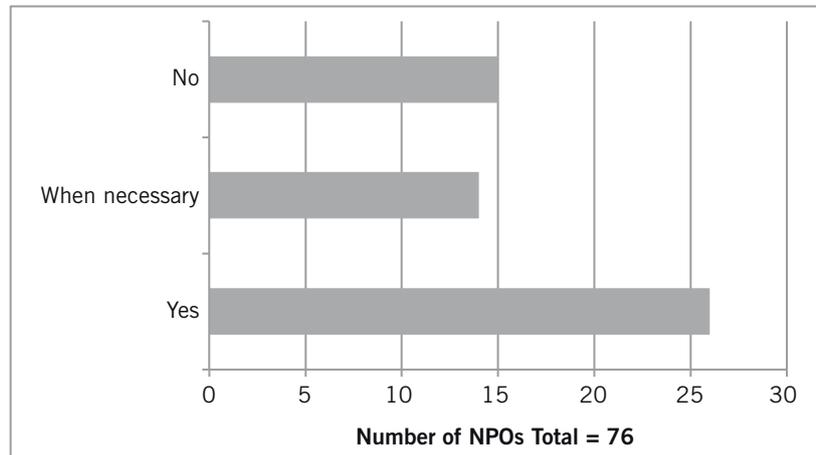




**Fig 28: Delivery format for all training programmes**



**Fig 29: Participant accommodation**



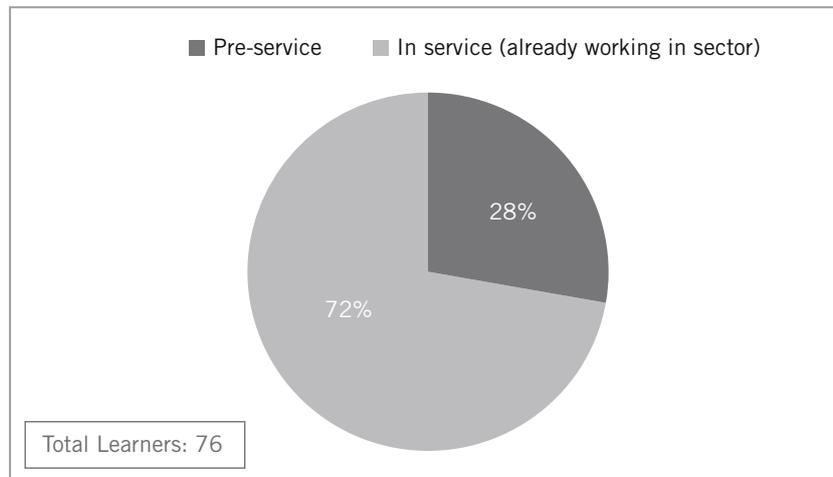
**Fig 30: Types of post-training support**

Post-Training Support	Year 1	Year 2	Year 3	Year 4
	Number of NPOs			
Support visits to sites	47	26	15	12
Workshops	39	21	15	12
Peer Support Groups	21	13	9	7
Newsletter	11	8	8	5
IT e.g. website, cell phone, email	16	8	7	4





**Fig 31: Beneficiaries of training programmes**



### 3.3.10. Formal recognition of prior learning (RPL)

Only 10 of the respondents reported that they offer RPL and eight of these indicated that it was for placement purposes only. However there was no indication that this is a formal process. Two providers reported that they offer RPL for credits but only one NPO gave the level of detail that indicates that this is a formal process<sup>36</sup>.

Because so many practitioners have extensive work experience, RPL has often been identified as a gap in training provided for the ECD sector, and has been highlighted as a renewed focus area by the ETDP SETA<sup>37</sup>. However, it is an area where providers have noted extensive challenges. It is extremely labour intensive as each learner needs an individual programme, but there has been no SETA funding for it. Insufficient time is allowed for it in the context of learnerships where some credits might be allocated by RPL. Finally there is very little demand from practitioners, as it usually takes the same time as participating in the learning programme itself. As a result, it appears that RPL is virtually non-existent amongst the survey respondents as a programme strategy.

### 3.3.11. Materials and resources

Most NPOs offer training manuals and some offer additional training support materials to practitioners. Provision of classroom resources is critical for implementation of active learning programmes for young children and has been identified as a challenge in several recent studies<sup>38</sup>. Many NPOs include the making of resources in their training, as materials are not affordable for many ECD programmes. In addition, as can be seen in **Fig 32**, many respondents offer programme materials and resources as part of their training package. However, this is more likely to be related to training than for classroom implementation support.

The sale of ECD resources by some NPOs (**Fig 33**) is a response to a number of issues. Firstly it is a source of self-generated income; secondly certain materials are designed to reflect local contexts; and finally some NPOs service areas where they are the only source of such materials.

36 Between 2010 and 2012, this provider credited 171 participants for fundamental unit standards 119465, 119457, 119467 and 119472.

37 ETDP SETA, 2011, 2012.

38 Biersteker & Hendricks, 2011; 2013; UNICEF, 2010.





This is an area where there is relatively little activity except for teacher guides. There may be potential to expand this area and provide information to other organisations on resources available in the sector. There is also the potential that more organisations might be able to produce materials and sell resources for income generation.

**Fig 32: Training and classroom resources provided to trainees**

Materials/ Resources supplied to learners for training purposes	Number & % of NPOs
Training manuals	57 (75%)
Posters	30 (39%)
Books	20 (26%)
CD, tapes, DVD	6 (8%)
<b>Classroom materials and equipment to support implementation</b>	
Posters	33 (43%)
Books	29 (38%)
Board games	18 (24%)
Toy-kits	16 (21%)
CD, tapes, DVD	8 (10%)

**Fig 33: Number of ECD training NPOs offering ECD resources for sale**

Type of Resource	Number & % of NPOs
Teacher guides	18 (24%)
Posters and charts	13(17%)
Children's books	11 (14%)
Parent materials	11 (14%)
Toys	9 (12%)
Games	8 (10%)

## 4. LOCATION AND PROFILE OF TRAINEES

The survey requested the number of trainees between 2010–2012 by the nearest town. However not all respondents completed this item and some of the data may not be reliable as some NPOs may have double counted. **Fig 34** should not be taken at face value as the numbers are not linked to particular training interventions and certainly include short courses. Smaller numbers may or may not indicate more intensive training and qualifications. Several NPOs train in other provinces.

Respondent estimates suggest that younger practitioners are entering the sector and this trend accounts for the high numbers of matriculants that we are seeing in training across the country<sup>39</sup>. This may also impact on the numbers needing various levels of fundamental learning.

The home languages of trainees (**Fig 36**) are a strong indication of the target group and the location of practitioners in training. The reported number of English home language speakers is surprising. English is likely to be a second language in many cases.

<sup>39</sup> ETDPS SETA, 2013.





Parent/primary caregiver and child numbers (**Fig 38**) are likely to be estimates because few NPOs keep detailed records. However these numbers are plausible. According to numbers given there are ECD centre classes of about 25 children, which is somewhat higher than the average of 16 in the National ECD Audit of 2000. Home visitors reach about eight households with two children each on average. This works for those programmes that have part-time staff and few families.

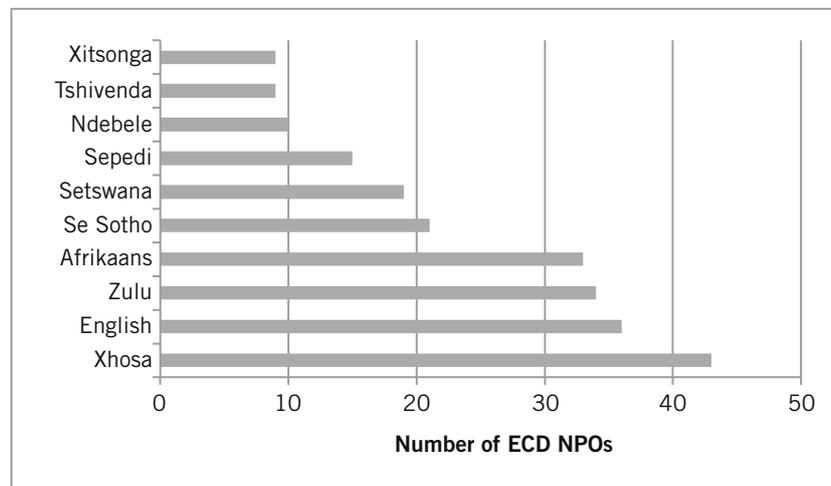
**Fig 34: Trainees by province, 2010–2012**

Province	Number of trainees 2010–2012
Eastern Cape	3 381
Free State	799
Gauteng	2 383
KwaZulu–Natal	6 337
Limpopo	1 721
Mpumalanga	739
North West	337
Northern Cape	127
Western Cape	5 796
Total	<b>21 620</b>

**Fig 35: Estimated age range and gender of practitioners reached**

Gender	Average
Female	96%
Age	
Under 35 years old	46%
35–50 years old	44%
50 years old and plus	10%

**Fig 36: Main home languages of practitioners**





**Fig 37: Number of trainees working in different ECD programmes and estimated beneficiaries in 2011**

ECD programmes	Number of trainees	Parents/primary caregivers	Children
ECD Centres	9868		255684
Playgroups	841	17655	68925
Home visiting	1867	15860	29082
Parenting Education (out of centre)	1839	6026	6824
Total	14415	39541	360515

## 5. STAFFING<sup>40</sup>

### 5.1. Sector profiles

The ability of ECD NPOs to employ skilled staff on a full time basis is determined by the availability of funding. **Fig 38** indicates that some 13% of all staff are on a part time basis. Some 22% of professional staff, including trainers, curriculum and materials developers, work on a part-time basis. Stipended staff are generally low-skilled workers in a fieldwork or community development capacity.

As can be seen from **Fig 38**, in the context of the envisaged scaling up of ECD services, the number of ECD professionals, trainers and materials developers is small, especially in relation to the demand for training and the new qualifications that will be emerging from the Quality Council for Trades and Occupations. This is an area that needs to be foregrounded in planning for the scaling up ECD services.

Overall, 29 NPOs employ 2195 stipend or volunteer workers, one organisation accounting for 1250 of these. Thirty two NPOs employ part-time staff and of these, five use large numbers of part-time workers, mainly in training capacities.

**Fig 39**, which includes management, training and support staff, shows that the majority of providers are relatively small. While this may be appropriate for their mission, it indicates that they would not have the capacity to serve increasing numbers of practitioners. In the category of organisations employing over 30 staff, only one is a dedicated ECD provider, while the others have ECD components as part of a broader mission. The ECD NPO sector is largely staffed by women. Key positions where transformation is still a challenge are leaders/directors, financial managers, materials and curriculum developers.

**Fig 41** shows that the majority of staff for whom this information was available have some post-secondary education. There is however no indication whether the qualifications are ECD related which would be particularly important for training, materials and curriculum staff. Of the directors, 79% have a college diploma or university degree.

A concern that is frequently raised in the ECD sector is that the leadership is aging. As can be seen in **Fig 42**, directors tend to be older, as one would expect, but the small number of directors in the 41–50 years category supports calls for succession planning and development of leadership in the sector. However, only 19 organisations have a written, structured succession strategy in place. A further 28 indicated that this was planned.

40 Responses to this section were not received from four respondents.



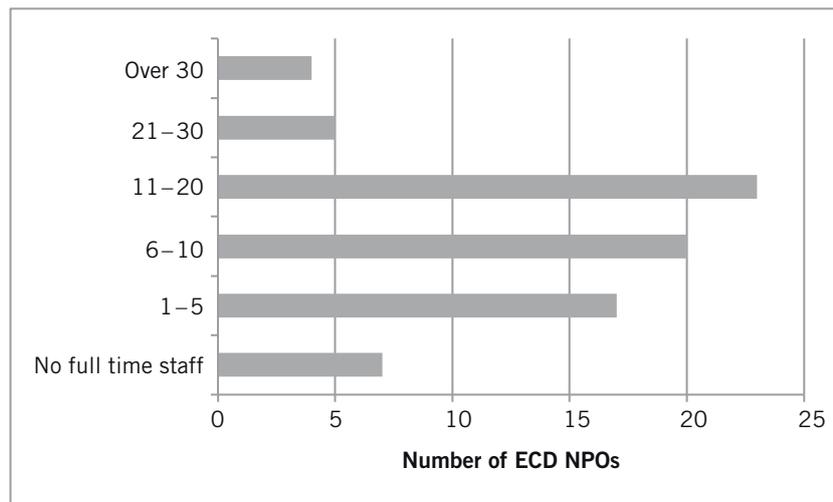


A substantial proportion of directors (about 40%) have held that position for less than five years and this suggests that support might be needed. There appears to be a certain amount of mobility within the ECD sector, which adds value and experience.

**Fig 38: Full-time and part-time salaried staff**

Position	Full-Time	Part-Time
Management (including director)	185	23
Financial Staff	49	18
Professional (trainers, materials developers, etc...)	377	105
Technical support (IT, M&E, Database)	29	9
Administrative Staff	122	18
Drivers	39	6
General Workers	119	12
Sub-Total	920	191
Stipend paid staff/volunteers	2195	293
Total staff	4035	675

**Fig 39: Size of full-time staff complement**



**Fig 40: Gender and disadvantage status: Management and professional staff**

Job category	Males	Females	Formerly Disadvantaged
Leader/Director	7	59	23 (35%)
Financial Manager	15	33	15 (31%)
Operations Manager	5	16	9
Training Manager	0	37	17
Project Manager	3	22	13
Materials Developer	1	15	4
Curriculum Developer	0	9	1
M&E – Quality Assurer	2	16	7
Total	33	207 (86%)	51 (37%)

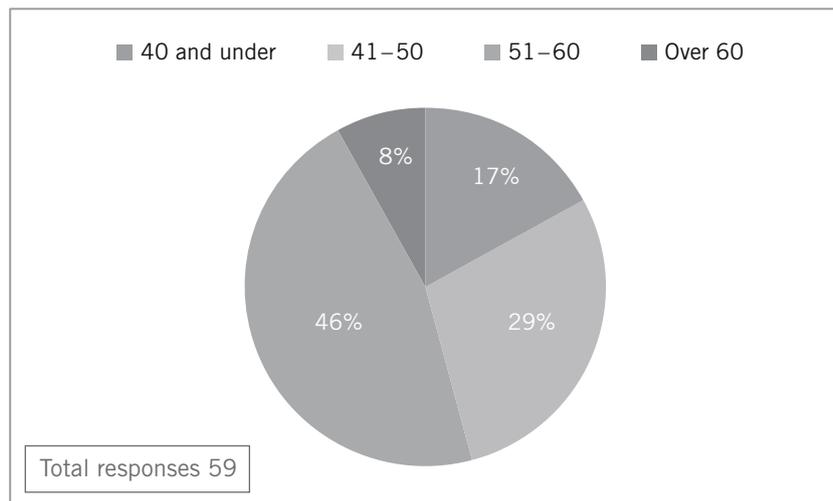




**Fig 41: Highest qualification of management and professional staff**

Position	Highest Qualification (number of staff)			
	High school	High school & vocational training	College diploma (Grade 12 + 3 years)	University Degree
Leader/Director	2	6	12	41
Financial Manager	4	7	5	21
Operations Manager	2	3	4	8
Training Manager	1	5	11	13
Project Manager	0	4	5	8
Materials Developer	0	0	3	7
Curriculum Developer	0	0	0	5
M&E- Quality Assurer	1	2	1	9

**Fig 42: Director's age in years**



## 5.2. Leadership and management training and support

It was possible for respondents to give multiple responses to the question of leadership and management courses and support. **Fig 43** summarises findings from 74 respondents, and shows that 30 ECD NPO directors have not participated in any form of leadership, management or business training, while a further 10 have only done short courses of a few days or weeks. Twenty seven have some formal qualification in leadership or management, of which eight have either a degree, MA or MBA. A further nine have done more than one qualification. It is noteworthy that nine leaders completed the Regenesys Public Management Certificate through funding from Ilifa Labantwana.

Very few leaders have received coaching and/or mentoring and this is a potential area for support, as it has proved an extremely effective way of developing leadership and management skills in the business sector<sup>41</sup>.

<sup>41</sup> Coutu & Kauffman, 2009; International Coaching Federation, 2009.





An NPO director provided this reflection on leadership training needs:

“There is a need for leadership training and coaching for Directors of ECD NPOs. We are operating in an increasingly competitive and challenging funding environment and trying to meet ever-increasing needs. Many of us struggle to juggle the various roles that we play in our organisations, which often include significant training and fieldwork components because of limited human resources. It is particularly challenging to stay on top of policy and legislative changes across the breadth of our work and to manage and motivate staff who work long hours in extremely challenging circumstances for relatively low remuneration. Specific topics that would be particularly useful would be: governance, NPO legislation and financial management, fundraising, human resources, monitoring and evaluation and managing and developing staff.”

**Fig 43: Directors’ leadership and management training and support**

Type	Providers	Duration	Number of Directors
None			30
Short courses only	NPO, Private College, University	6 months or less	10
Longer courses	Certificate, Diploma, Degree, Post-Graduate	More than 6 months	27
More than one course		Of more than 6 months	9
Coaching/mentorship	Various coaching/mentoring services	Over a period of time	9

### 5.3. Trainers of ECD Qualifications and Programmes

Sixteen NPOs, including four accredited providers, did not respond to this question, possibly because very detailed information was requested and also because this may be considered sensitive. In 2012, 59 of the surveyed ECD NPOs employed 251 trainers, of whom 96% were female.

**Fig 44** shows that many ECD trainers in the NPO sector are older and this suggests that in the next few years there may be staffing shortages. While there are many experienced NPO training staff, some 25% have had less than three years of experience.

**Fig 45** shows that the majority of trainers train at the Level 4 FETC: ECD level. Very little training of the FETC Community Development ECD specialisation is taking place, presumably because of lack of demand, lack of funding and lack of trainers with the requisite qualifications and experience. **Fig 46** shows that most trainers have post- secondary or tertiary training at a formal educational level. About 47% of trainers are qualified to train the Level 5 Certificate in ECD, while about 25% should only be training unit standards below Level 4.

There were no trainers with post-graduate qualifications among the respondents. This is partly because of the lack of specialised ECD Masters programmes in South Africa and also because many trainers in the NPO sector have upgraded their qualifications from “no or low” qualifications over a period of years.

Ideally there should be training in facilitation and management of training. The appropriateness of the generic adult education qualifications for ECD has been questioned and recently there have been calls for a qualification for trainers contextualised to ECD and including an adult education component<sup>42</sup>. There are electives as part of the Level 5 ECD qualifications which are aimed at trainers as well as coaching

42 ETDP SETA, 2013.



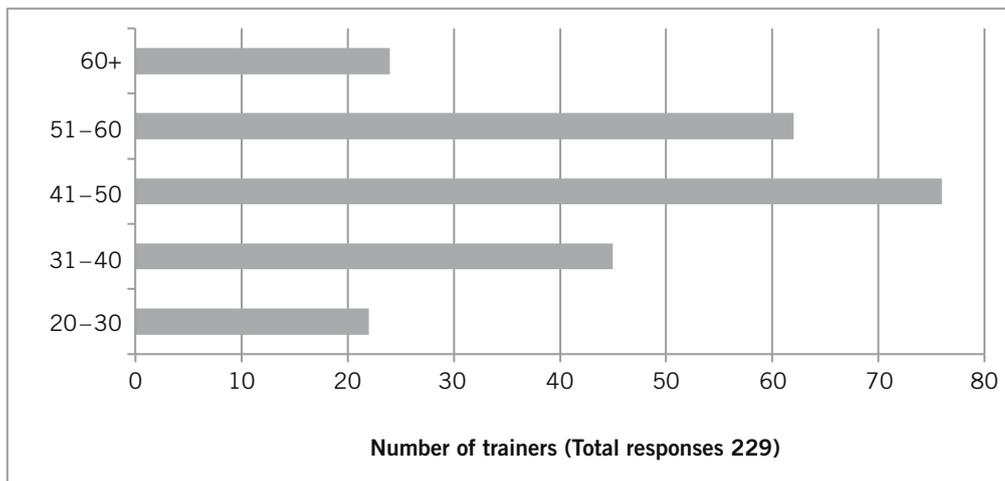


and mentoring standards, which could be utilised to develop trainer facilitation capacity. This is a key potential area for support.

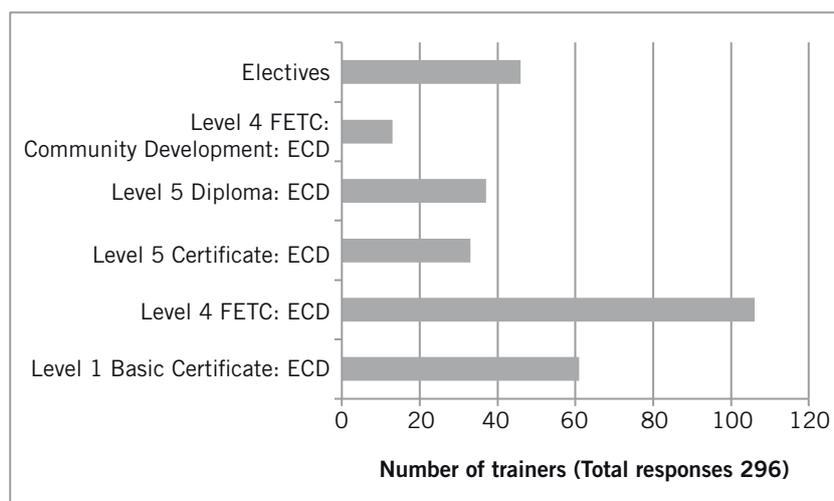
The languages used in training are shown in **Fig 49**. The language breakdown reflects both the reliance on English as the main medium of instruction, as well as the regional distribution of training agencies. Many trainers reported that they train in English and a local language. A frequent practice is to do most of the training in English, with clarifications provided in the vernacular. The need for more African language trainers has been highlighted in many studies<sup>43</sup>.

The number of trainers who are able to perform moderation duties is given in **Fig 50**. Given the relatively small number of accredited learning programmes which are currently being trained, the fact that all trainers are not certified assessors may not be a problem. Should there be a call on NPOs to take up more accredited training, more assessors would be required.

**Fig 44: Trainers' ages in years**



**Fig 45: Number of trainers per qualification**

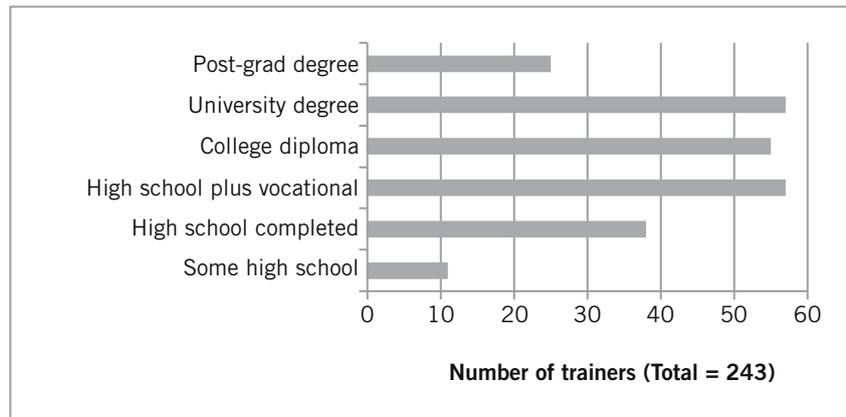


43 See Biersteker, 2008; ETDP SETA, 2012; SAIDE, 2012.





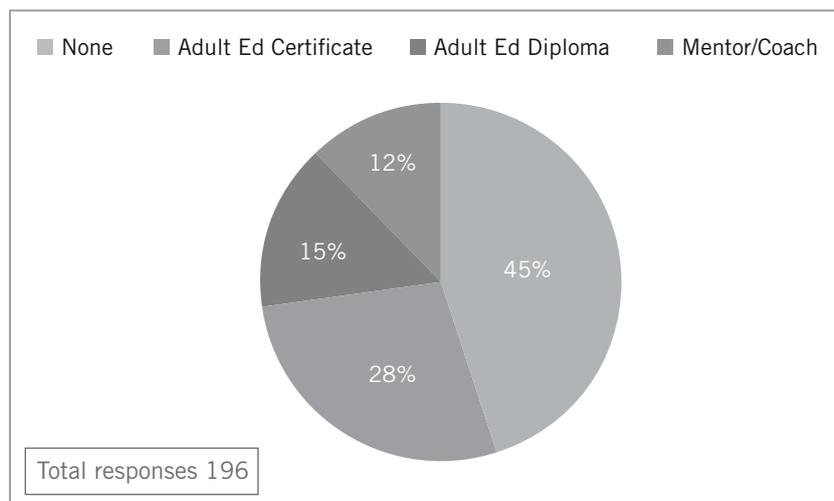
**Fig 46: Trainers' highest educational levels**



**Fig 47: Trainers' highest ECD qualification**

Highest ECD Qualification	Number and Percentage
None	20 (9%)
Level 1	8 (3%)
Level 4	27 (12%)
Pre-Primary Teachers' Certificate	5 (2%)
Level 5 Certificate	46 (20%)
N 4, 5, 6 Educare	13 (6%)
Level 5 Diploma	46 (20%)
Diploma in pre-primary	15 (7%)
Bachelor of Education	44 (19%)
Post Graduate Certificate in Education	3 (1%)
Total responses	226,01

**Fig 48: Trainers' adult education and facilitation qualifications**





**Fig 49: Languages used in training**

Language	Number of trainers
English	189
Zulu	57
Xhosa	42
Afrikaans	41
Sotho	26
Sepedi	21
Tswana	14
Tsonga	6
Ndebele	4
Venda	3

**Fig 50: Number and percentage of trainers able to assess and moderate**

Assessors	176 (71%)
Moderators	74 (30%)
Total Trainers	248

## 5.4. Trainers of fundamentals

On the question of fundamentals training, 26 organisations responded. ECD NPOs that previously focused on the ECD content (which makes up the core and elective component of qualifications), have found training the fundamentals to be challenging. Many providers outsource fundamentals training as it is not their area of expertise.

There were 54 trainers of fundamentals, half of whom have five years or less experience and a quarter of whom have less than three years' experience. Those trainers who have over 11 years' experience are probably specialists employed to offer this component, as fundamentals were only introduced for ECD training in 2002.

No trainers had a degree and it appears that some non-specialist staff are training fundamentals, some at the level of their own fundamental learning. Two providers reported that that they do not have specialists, that all trainers are expected to train all unit standards. Difficulties with fundamental learning have been highlighted as a huge challenge in the sector and as one of the causes of practitioners not completing their qualifications.<sup>44</sup>

The majority of fundamentals trainers use English but as in ECD training many also use a second or third language as well. As fundamentals form part of accredited qualifications all trainers should be qualified assessors.

44 SAIDE, 2012.

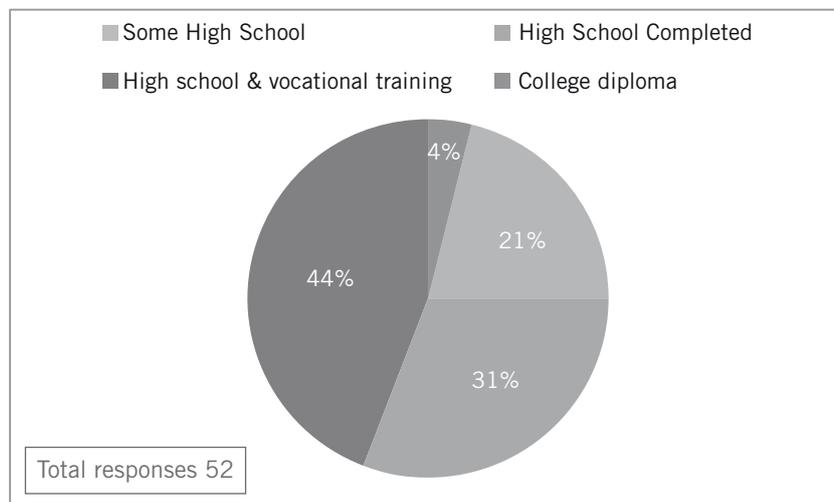




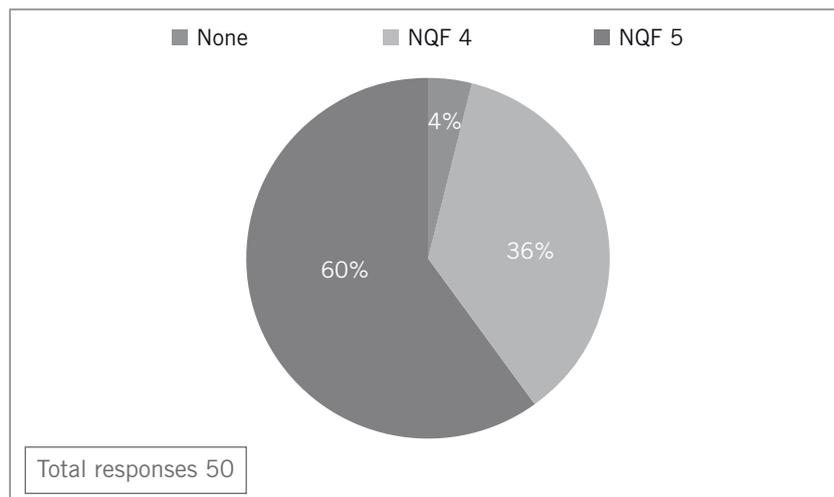
**Fig 51: Number of fundamentals trainers per NQF level**

Fundamentals trained	Number of Trainers
Level 1 Communication	1
Level 1 Maths Literacy	4
Level 3 Communication (2nd language)	16
Level 4 Communication	34
Level 4 Mathematical Literacy	32
Level 5 Academic Literacy	2

**Fig 52: Highest educational level of fundamentals trainers**



**Fig 53: Trainers' highest qualification in fundamentals**





**Fig 54: Main languages used in training**

Main language used in training	Number
English	44
Afrikaans	13
Xhosa	13
Zulu	8
Tswana	8
Sotho	6
Sepedi	4
Ndebele	2
Tsonga	1
Venda	1

**Fig 55: Number and percentage of trainers able to assess and moderate fundamentals**

Assessors	45 (68%)
Moderators	22 (39%)
Total responses	56

## 6. KEY ISSUES AFFECTING THE SUSTAINABILITY OF THE NPO TRAINING SECTOR

### 6.1. Relationships with stakeholders

ECD requires a range of services and most NPOs do not have the capacity to cover all of these on their own. Networking thus becomes an important mechanism for accessing links to the services that children need. As government has a responsibility for ECD that crosses a number of Departments, establishing links with Departmental personnel is a good way to go about advocacy to fill service gaps, secure funding for programmes and undertake joint planning.

**Fig 56** indicates that most ECD NPOs are networking with government departments, particularly the Department of Social Development, which has the main oversight responsibility for services for 0–4 year-olds. DSD is the department with which almost all NPOs network, followed by provincial education departments which oversee the EPWP learnerships as well as contracting some of their own. There is limited linkage with the Department of Health and this is an area that should be developed in order to ensure that children receive all elements of the ECD service package.

**Fig 57** positions the National ECD Alliance as the network with the largest ECD NPO membership, followed by provincial forums and the SA Congress for ECD. These structures offer very different information and services to their members. Active Learning Libraries of South Africa (ALL-SA) closed at the end of last year. ACESS, which had a very strong ECD constituency, is no longer a major representative of ECD NPOs.

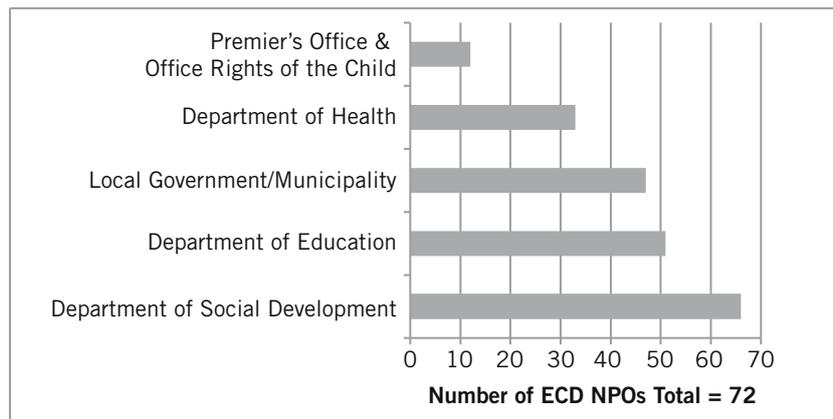




What is clear from these findings is that ECD NPOs are committed to participating in networks that may advance the work they do. Declining numbers in the ECD NPO sector suggest that current networks have generally not been able to address the main advocacy and sustainability issues.

National and regional networks specifically mentioned were provincial associations such as the Alliance for Limpopo ECD Resource and Training (ALERT) (Limpopo), Network of Eastern Cape Training Agencies (NECTA) (Eastern Cape), KwaZulu–Natal ECD Consortium, and special interest networks such as the S A Montessori Association, the Federation of Waldorf Schools and the HighScope Trainers’ Network.

**Fig 56: Networking with provincial and local government departments**



**Fig 57: Membership of networks and structures representing the ECD sector**

Network/Structure	Number & Percentage
National ECD Alliance	49 (68%)
Provincial ECD Forum or Association	37 (51%)
SA Congress for ECD	30 (42%)
Active Learning Libraries of South Africa (ALL-SA)	18 (25%)
Ntataise Network	16 (22%)
ECD Learning Community	11 (15%)
Alliance for Children’s Entitlement to Social Security (ACCESS)	10 (14%)
Yezingane Network	10 (14%)
Total respondents	72

## 6.2. Funding and sustainability

**Fig 58** reflects the sources of funding raised by ECD NPOs, but not the proportion of income from these different sources. Given that the survey was completed in late 2012 and before the 2013 government financial year, the situation may not be as constrained as it appears. Other funding may still be coming in.

DSD is the government department that funds the most ECD NPOs working with 0–4 year olds. However, while several ECD NPOs report having accessed funding from government departments, the bulk of provincial DSD budgets goes to child subsidies in registered non-profit sites<sup>45</sup>. Where there is government funding, very little of it has been for out-of-centre programmes<sup>46</sup>.

<sup>45</sup> Giese, Budlender, Berry, Motlatla & Zide, 2011.

<sup>46</sup> Biersteker, 2007.





Partnerships with the Department of Health, on the other hand, prove to be very limited, despite the critical importance of health and nutrition in the first four years. This is an area of concern. Similarly, few NPOs receive local government funding or funding from the Expanded Public Works or Community Works Programmes.

In terms of national agencies there has been a significant reduction in the number of beneficiaries of National Lotteries funding. ECD is one of the NDA focus areas for funding but few organisations report receiving NDA funding. This is likely to be because the NDA budget is relatively limited (approximately R 18 million in 2013)<sup>47</sup> most of which is for infrastructure and ECD centre governance.

Overseas trusts and foundations have been an important funding source for ECD NPOs, but some no longer see South Africa as needing international donor funding and have diverted funds to other geographic areas. In early childhood development, two major donors, the Rockefeller Brothers Fund and the Bernard van Leer Foundation, have withdrawn from South Africa in recent years.

Corporate Social Investment (CSI) is shown to be a funding source for very many NPOs and there are CSI strategies that concentrate on early childhood development, but the prevailing reduction in company profits has meant a reduction in CSI funding in real terms in the last few years. A Trialogue Survey of CSI funding trends presented in November 2012 indicated that while corporates remain the biggest contributor to NPO income, they have also been the largest source of decline in NPO funding<sup>48</sup>.

Local business does not show up as a major source of funding for the ECD NPO sector. However there is potential to expand their contribution, especially if ECD NPOs fulfil B-BBEE requirements to make it worthwhile for local business to support them. While most NPOs report some self-generated income this is not likely to be significant percentage of their total income. The largest source of self-generated revenue is learner fees, but because the target group for training by NPOs is largely made up of low-earning practitioners, fees usually contribute to a very small proportion of actual costs<sup>49</sup>.

**Fig 59** presents the four main sources of funding and the number of NPOs receiving funding from each over the three years. Of the various sources of funding, donor funding remains a critical component of sustainability for the sector. The number of NPOs receiving funding from government is still small but has shown an increase. National agency funds may still be forthcoming but the situation at the end of last year showed a drop in the number of NPOs receiving it.

Income from a range of sources is a measure of sustainability, whereas dependence on one or two sources of funding is extremely risky. **Fig 60** shows that most NPOs have two or more sources of funding (and within those categories may have more than one source).

Further examination of the four main categories of funding indicate that 26 NPOs had no government funding over the three-year period, 25 NPOs had no national agency funding over the three-year period, eight NPOs had no donor funding over the three-year period and 17 had no self-generated income. On the other hand a few organisations received funding from multiple sources within each category in the same period.

In order to be sustainable through the fluctuations of funding it is important to have a reserve to carry the organisation through difficult periods. This was highlighted at the NPO dialogues hosted by Nedbank

47 Personal Communication Jessica Fortuin, NDA Western Cape, 14 February 2013.

48 Nick Rockey, Trialogue, Presentation on CSI Funding Trends, NPO Collaboration Dialogue, Cape Town, November 2012.

49 Biersteker, 2008.





Private Wealth Philanthropy division in 2012 as an important measure of NPO sustainability as well as an indicator of prudent financial management. Some NPOs have achieved this and others are planning to do so.

While those NPOs that had very poor or poor funding, or very good funding, have remained largely unchanged over three years, the bulk of respondents indicate a shift from a rating of good to a rating of fair.

**Fig 58: Sources of funding**

<b>Government Funding</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>
Social Development	24	32	14
Education	10	11	8
Health	2	2	2
Local Government/municipality	4	4	3
EPWP Non-State Sector	6	10	4
Community Works Programme	3	5	3
<b>State Agencies</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>
National Lotteries	32	23	8
National Development Agency (NDA)	13	19	9
<b>Donor Funding</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>
International Trusts/Foundations	32	33	23
National Trusts/Foundations	34	39	24
National CSI	35	37	27
Local Business	23	24	16
Individuals	37	39	24
<b>Self-Generated</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>
Events	9	11	10
Service Fees and Tenders	19	22	17
Sales	11	18	12
Learner Fees	23	25	19

**Fig 59: NPO funding sources by year**

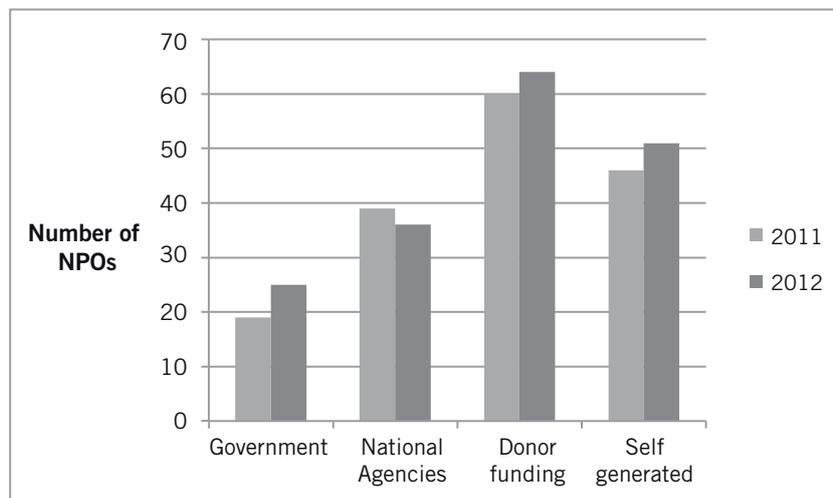




Fig 60: Number of funding sources for NPO respondents 2011–2013

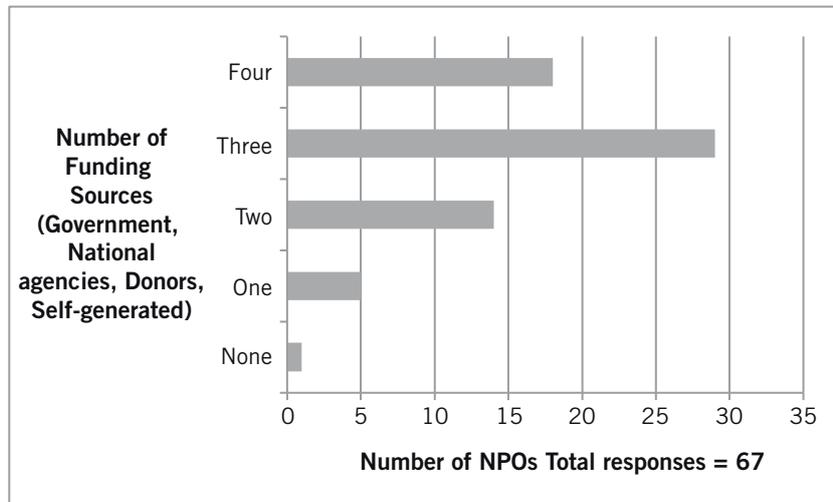


Fig 61: Presence of an endowment fund

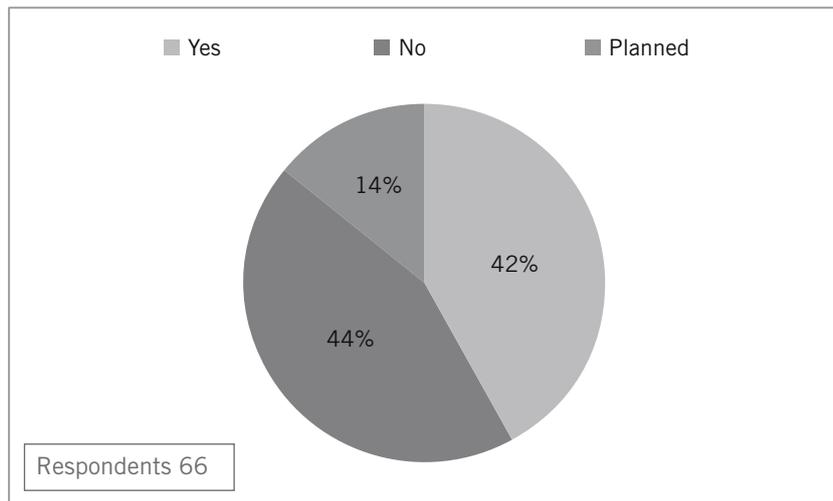
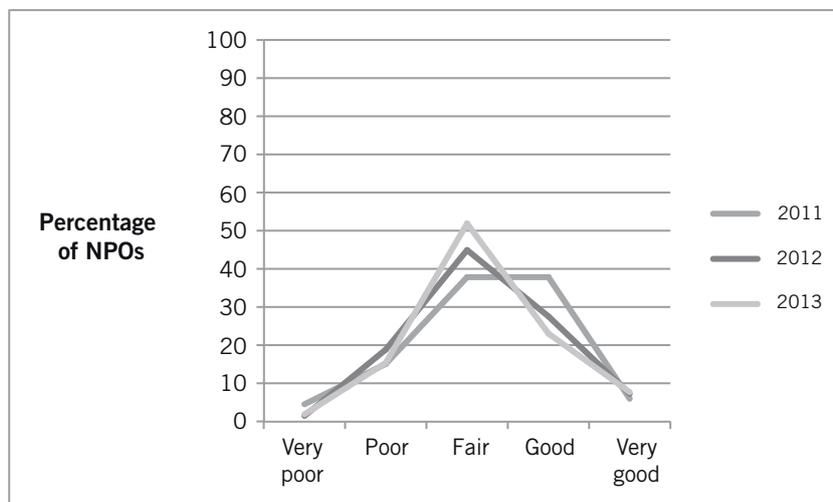


Fig 62: NPO self-ratings of funding and sustainability





### 6.3. Physical infrastructure

Key elements in efficiency and capacity for training provision are infrastructure and communication. Respondents were asked whether they felt current infrastructure is adequate or not. For current levels of training, current infrastructure appears to be adequate. Several respondents gave more than one response to this item. The use of cellphones as a communication tool is widespread and has potential for more effective use as a training and information medium. However there is still a great deal of reliance on face-to-face contact.

**Fig 63: NPOs unable to accommodate participants because of inadequate resources**

Resources	Regularly	Sometimes	Not at all
	Number of NPOs (Total responses 67)		
Training space	2	16	49
Accommodation facilities	1	7	48
Vehicles for site support & assessment	6	13	43

**Fig 64: Main means of communication with participants**

Communication	Number of NPOs
	Total respondents 69
Cellphone (including sms)	69
Face to Face	63
Email	17
Post	11

## 7. SUPPORT NEEDED TO INCREASE TRAINING CAPACITY

Respondents were asked to identify the three main issues that would need to be addressed to enable them to train more ECD practitioners (centre or non-centre based), as well as increase the quantity and quality of their impact on young children. Overall, 66 NPOs responded to this question. Multiple responses were possible. The key areas that respondents felt need to be addressed are presented in order from highest priority to lowest priority, based on the number of responses. Funding was the most common need, followed by the need for increased staff capacity and increased staff complement.

### 7.1. Funding

There was a consistent and almost universal appeal from NPOs across all provinces for more sustainable, multi-year funding so that they can employ more qualified staff at better salaries. They want to develop staff, especially trainers, to professional levels, and for this they need leadership and management training and capacity building. They also need to cover operational costs, including infrastructure and vehicles.

Respondents felt that secure funding would enable them to train more practitioners in qualifications, as well as short skills courses. They could then also provide more on-site support, monitoring and mentoring, and explore alternative models of ECD. Secure funding would also enable them to acquire better curricula, resources and materials, as well as improve monitoring, evaluation and research capacity.





## 7.2. Staff capacity building

The second most common response was the need to upgrade facilitator/trainers' ECD knowledge and skills, leading to professional qualifications in ECD. This includes training and qualifications in adult education, fundamental learning and English. Respondents identified the need for qualified assessors and moderators with the specialist knowledge to assess ECD and community development qualifications.

Respondents felt that there needs to be a greater focus on quality implementation, as well as understanding policy and trends, child development, special needs and how to support parents. Skilled facilitators are needed to support ECD principals and supervisors in administration and financial management to comply with registration requirements. Trainers need to be computer literate, and some need driving lessons. In addition more community development facilitators, with ECD specialisation, need to be trained.

## 7.3. More staff

Respondents in most provinces expressed a need for more qualified trainers and facilitators, particularly those who speak African languages. Youth or ex-teachers could be potential candidates. The need for specialist trainers to train fundamentals was a common call. Also commonly felt was the need for more registered assessors, moderators and field support staff and mentors. In addition, there is the need for more staff to run alternative ECD programmes, including community developers.

In terms of operational management, many respondents identified the need for qualified and/or experienced fundraisers, project managers, monitoring and evaluation staff, as well as curriculum and materials developers, IT specialists, office managers and administrators.

## 7.4. Leadership and management capacity building

There was widespread recognition of the need to strengthen and support leadership and management through leadership training, coaching and mentoring for directors of ECD NPOs, particularly around issues of governance, NPO legislation and meeting legislative requirements, financial management, fundraising, and income generation towards sustainability. Other felt needs related to marketing and branding strategies, human resources and performance management, staff development and career pathing, staff coaching and mentoring staff, project management, monitoring and evaluation, proposal and report writing, succession planning, presentation skills, and organisational and strategy development.

## 7.5. Curricula, training resources and educational materials

Twenty five respondents identified the need for quality curricula with programme approval for both core and fundamentals courses. These need to be appropriate for a wide variety of stakeholders and should include centre- and non-centre based in-service and pre-service training for practitioners, parents, leaders, trainers and others.

In particular, fundamental curricula and materials were requested for bridging programmes, in English, as well as at Level 4 to promote academic literacy and enable practitioners to progress from one level to the next. Courses on registration and subsidisation of ECD sites, playgroups, inclusion of children with special needs, child health and wellbeing, and the promotion of literacy and numeracy, as well as ECD skills programmes, were also requested.





The need for good quality training equipment and materials, as well as educational equipment for ECD sites and programmes, was also recognised. Some organisations recognised the need to develop new training and support formats – especially for higher levels of training. The example of distance learning using blended programmes and web-based technology was raised.

## **7.6. Partnerships and collaboration**

There were 21 responses from Western Cape NPOs recognising the need for time, support and resources to be invested in building partnerships and collaboration for sustainability and to increase access to ECD. This could take the form of collaborative training with other NPO service providers, partnerships with government departments, partnerships with FET colleges to access ECD learnerships, and partnerships between ECD NPOs and organisations in other sectors to strengthen ECD work (e.g. around health, nutrition, maths, sciences etc.).

There was recognition of the need for better communication, networking and a shared information platform for the whole ECD sector, as well as better information on who is doing what and where. Also mentioned was the need for partnerships to support unregistered sites and the use of local partners to assist with monitoring and supporting home visitors.

## **7.7. Infrastructure**

Twenty four respondents requested more training and multi-purpose venues. Other requests were for satellite offices in rural areas, accommodation facilities, more vehicles, office equipment and furniture.

## **7.8. Support for quality**

Respondents recognised the need to strengthen, enrich and intensify ECD site-based and non-centre based programmes, focussing on quality assurance, monitoring and support, with support from within communities. Other requests were for demonstration model ECD sites, resource centres and libraries and resources for parents.

## **7.9. IT systems, training and support**

Improved IT systems and computer literacy training for staff were requested, as well as the potential of making technology available to practitioners.

## **7.10. Qualifications and assessment**

Some non-accredited ECD NPOs requested support to be able to offer a full Level 4 qualification, as well as support for the alignment of non-accredited training to unit standards. There were requests for a re-introduction of the ECD qualification/unit standard bridging course – Level 1 or orientation programme to prepare learners for formal qualifications, as well as qualifications for ECD home visitors.

## **7.11. Accreditation**

Unaccredited organisations requested support for registration with ETDP SETA, Umalusi and to access learnerships.





## 7.12. Monitoring and evaluation

Some NPOs requested support to develop better monitoring and evaluation tools, systems and techniques to measure the impact of training, as well as skills training in data analysis and database management. A few requested support for research design, interpreting research results and reporting.

## 7.13. Summary

Many of the issues highlighted here have been reflected in previous studies<sup>50</sup>. By far the most consistent issue is the requirement for more sustainable funding to enable NPOs to provide more training, on-site support monitoring and mentoring of the full range of ECD programmes. Strengthening organisational capacity (management and leadership, trainer upgrading, curriculum resources and materials, and additional professional staff) are also dependent on the availability of sufficient funding. Respondents from the Western Cape, in particular, recognised the role that partnerships, collaboration and information sharing could play in addressing some of the challenges. They identified the need for a national information platform to support this.

The following statements from ECD NPO directors illustrate some of the priorities raised in this section:

“We need financial assistance for capacity building for new trainers and community facilitators, facilitator skills, leadership and management, assessor and moderator, community development and ECD.”

“There is a need for collaboration and partnerships across the board to secure sustainability and facilitate numbers reached.” and “Communication, networking and shared information platforms for the sector, to include civil society, government etc.”

“We need streamlined multi-year funding to enable medium to long term planning” and “There is a need for training on fundraising towards sustainability and marketing strategies (including staff expertise).”

“Monitoring and Evaluation – we need support with data analysis and database management and monitoring tools and techniques.”

# 8. KEY FINDINGS AND THEIR IMPLICATIONS

While this survey focuses on ECD training, there is also a need to recognise the additional range of support that ECD NPOs offer to ECD programmes and services. These include the developing of contextualised models of service delivery, on-the-ground support, and the production of materials and other resources. The National Integrated Plan for ECD birth to four years (Departments of Social Development, Education & Health, 2005) recognises the major role played by the NPO sector in ECD. Specifically, the expertise and role of NPOs in linking ECD and broader social and community development is acknowledged, particularly with regard to enhancing services targeted at the deprived and the vulnerable.

## 8.1. The shape and focus of the ECD NPO training sector

Many ECD NPOs have been in existence for decades and have considerable experience, mostly in serving poor communities, rural and urban. The development of curricula, materials and resources has and will continue to be an important area of contribution. Areas of programme focus suggest responsivity to the developing needs of the ECD sector as the policy and context have shifted. (Examples would be family

<sup>50</sup> Biersteker, 2008, ETDP SETA, 2012, Richter et al, 2012





work, a focus on training for integrated service delivery, health, and management). However, the ECD NPO sector is relatively small and diverse. Currently it lacks the capacity and resources that would be required to meet potential demands for scaling up ECD programmes and services. Some areas are already poorly serviced in terms of ECD NPO training capacity.

## 8.2. Legal structures, governance and accreditation

Most organisations report that they are legally compliant, while some may need help with specific aspects, such as PBO and Section 18A status.

Organisations may also need support to come in line with new guidelines for compliance such as the King 111 Code for NPOs Practice Notes, and the Independent Code of Governance for Non-Profit Organisations in South Africa.

Forthcoming changes in accreditation requirements as the QCTO requirements are implemented will have implications for ECD NPO providers, many of whom will need support to address the changes.

## 8.3. Learning programmes

In terms of accreditation, 63% of respondents are registered with ETDP SETA, and just under half are accredited to offer FETC ECD, which is now the principal initial practitioner qualification, recognised by DSD in meeting requirements under the Children's Act.

Only 10 providers have offered NQF Level 5 qualifications in the last three years. Given the vast need for upgrading of qualifications, this is a concern.

It appears that the service delivery focus has changed as a result of changes in government and donor priorities. Over the last three years relatively few accredited learning programmes have been offered. This clearly relates to a reduction of public funding for NPOs to offer ECD learnerships (NQF Levels 4 and 5) and skills training as a result of DHET policy changes. Between 2010 and 2012, more providers received donor funds than public funds for accredited qualification training. However, it is widely reported that donor funding for accredited training has decreased as a result of it now being seen as a government mandate.

Relatively little training is being done on ECD unit standards at NQF Levels 2 and 3, which were brought in to address the gap left by the phasing out of the NQF Level 1 Basic Certificate. These are important both for centre- and non-centre staff. This is a potential area of expansion.

The same applies to training for the FETC Community Development with ECD specialisation. Only 2 ECD NPOs have offered the qualification in the last 3 years.

Where accredited training is offered there has been a clear shift away from training for Grade R practitioners and a greater focus on practitioners working with birth to four year-olds.

Survey responses indicate a significant variation in the duration of qualification learning programmes. While qualifications do not prescribe duration in order to allow providers to take account of trainee needs, this variability could have implications for quality of delivery.

The majority of training programmes are non-accredited and cover a wide range of content matter. The majority are short courses and half of all programmes offered were five days or less, which raises ques-





tions about potential impact and effectiveness. While some training focuses on non-centre based models, centre based practitioners are still the main target.

On-site support with implementation, which research indicates is linked to quality improvement, is a strong focus for both accredited and non-accredited programmes. In many instances this continues beyond the training period.

For the vast majority of training programmes, accommodation is provided, indicating that trainees are drawn from widespread areas. Reducing their travel costs makes it possible to attend.

While RPL is a key focus area for the ETDP SETA and SAQA, almost no providers are currently offering this as a formal process for credits.

Some providers offer classroom materials and equipment to support programme implementation. This is known to be a critical area for quality improvement. However, most respondents indicated that provision was dependent on available funds.

## 8.4. Trainees

Nearly all (96%) trainees are female. Nearly half of them are younger than 35 years, which may account for the higher numbers of matriculants currently entering training. Most trainees work in ECD centres.

## 8.5. Staffing

**Staff complement:** The total staff complement of responding providers consists of 920 full time and 191 part time staff, plus 2,488 stipended or volunteer staff. Half of all ECD NPOs have a staff complement of eight or less. The ECD sector is still small, especially in the light of the envisaged scaling up of ECD training. Considerable expansion of professional training and support staff will have to be accomplished if the sector is to expand significantly.

**Management and Professional Staff:** Women make up 86% of management and professional staff, while only 37% are formerly disadvantaged. Transformation is an issue that needs to be addressed.

**Directors:** Over half of the ECD NPO directors, of whom 79% have a college diploma or degree, are over 50. A clear need for succession planning is thus indicated, as well as a need for capacity building for the 40% who have had no leadership or management training and support, or have been in a leadership position for less than five years.

**Trainers:** There are many experienced training staff members, but 25% of trainers are over 50 years old. Altogether 56% have a college diploma or university degree, but at least 45% do not have an adult education or facilitation qualification. Most trainers train up to NQF Level 4, but only 47% could train up to the NQF Level 5 Certificate. Based on their ECD qualifications, 25% of all trainers should only be training below Level 4. For current levels of training, there appear to be sufficient assessors and moderators. English is the main medium of instruction and the need for more African language trainers has been highlighted. There are 54 trainers who offer fundamentals, but 25% of these have only completed a high school education.





## 8.6. Stakeholder relationships

Most providers network with government departments, with 92% networking with DSD personnel. In comparison, only 46% network with the Department of Health. With health being such an important component of a basic ECD package, linkages with the DOH need to be strengthened.

ECD NPOs belong to a range of networks, suggesting that they have a common need for collaboration and access to information. The National ECD Alliance has the largest number of members (68%) followed by a number of active provincial networks.

Some providers recognised the importance of investing time, support and resources into collaboration and the building of partnerships as a strategy for sustainability and increasing access to quality ECD services.

## 8.7. Funding and sustainability

Almost all respondents commented on the need for secure funding to sustain and increase their ability to provide quality training. A comparison of government, state agency, donor and self-generated funding sources from 2011 to 2013 shows that fewer providers receive funding from government departments than any other sources. Donor funding is still the major source of ECD NPO funding. Significantly few receive funding from EPWP, CWP and local government. It is a matter of concern that in 2012 less than a third of ECD NPOs received funding from National Lotteries, while only 25% received funds from the NDA.

Only 42% of respondents have an endowment fund established. Lack of reserve funds could compromise the sustainability of organisations.

The ratings of their funding status and sustainability by most organisations shifted downwards from good to fair between 2011 and 2013.

## 8.8. Infrastructure

A third of respondents identified the need for infrastructure including training and accommodation facilities, vehicles, information systems and office equipment if they were to be required to scale up training.

# 9. KEY RECOMMENDATIONS FOR SCALING UP

## 9.1. Sustainability

Sustainability, even at current levels of training and capacity development, is a key challenge in light of the funding crisis and policy changes. The following recommendations are made:

**Advocacy campaign:** An advocacy campaign on the importance of the early years and lobbying for increased funding for ECD services from government and the private sector is required.

**Funding access support:** NPOs need support to understand what sources of funding are available, particularly from the public sector, and how to access these. Further, they need to be supported in coming to terms with Department of Trade and Industry codes, and the B-BBEE Scorecard, which could potentially unlock additional sources of funding through enterprise, social and economic development.





**Networking and partnerships:** Sustainable partnerships need to be brokered with government departments and public institutions, especially the FET college sector, to enable the maximum use of ECD NPO sector expertise and experience in accredited ECD training and capacity building.

## 9.2. Staff capacity

Leadership and management capacity has been identified as a key component of successful programme delivery and scaling up. In addition to more training capacity, the sector needs to be prepared for increasing professionalisation and the advanced training opportunities required for the ECD sector. The following recommendations are made:

**Leadership and management support:** Support is needed for leadership and management capacity building, support, coaching and mentoring, including a succession strategy for directors and professional staff.

**ECD Trainer's qualification:** There is a critical need for an ECD trainer's qualification, including ECD knowledge and skills, adult learning, fundamentals, English, assessment and moderation.

**Shortage of ECD trainers:** The shortage of ECD trainers needs to be addressed. This includes trainers who can train in: African languages; community development qualifications with ECD specialisation; basic skills programmes (Unit standards at levels 1, 2 and 3); specialist trainers for fundamentals; and qualifications post-NQF Level 4 as these evolve.

## 9.3 Systems support

Effective management and organisational systems are key for efficient service delivery particularly in the context of rapid scale up. These may include:

**Compliance support:** Support is needed to achieve compliance with NPO, PBO and other statutory requirements.

**Accreditation support:** Support for accreditation and registration according to evolving QCTO requirements is required.

**Quality assurance:** Support is required for more effective quality assurance systems, including monitoring and evaluation.

## 9.4. Advocacy and networking

There are rapid developments in ECD at present and a strong move towards greater public provision. It is important that ECD NPOs are included in these initiatives and not marginalised. In order to ensure this the sector needs:

**Access to information:** Access to information is necessary for the sector to keep up to date so that it is able to influence developments.

**Advocacy and lobbying:** A strong lobby is needed to ensure that NPOs are involved and have a clear role in the Human Resource Development Strategy for ECD currently under development.

**Leadership and coordination:** Effective coordination is required to achieve maximum impact in scaling up ECD services. This will require the full involvement of all role players to build partnerships and strategic leadership.





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## APPENDIX 1 LIST OF RESPONDENTS

### Eastern Cape (10)

1. Angus Gillis Foundation
2. Bulungula Incubator
3. Centre for Social Development
4. ITEC [Institute of Training and Education for Capacity Building]
5. Khululeka Community Education Development Centre
6. Loaves and Fishes Network
7. Masikhule Early Childhood Development Centre
8. Regional Educare Council
9. Star Uplifting Centre
10. The Port Elizabeth Early Learning Further Education and Training Institute

### Free State (6)

1. Lesedi Educare Association
2. Ntataise
3. Ntsoanatsatsi
4. Rampadise Education Training and Development Center
5. Realeboga-Bakubung Training and Development Agency
6. Tshepang Educare Trust

### Gauteng (17)

1. Afrika Tikkun
2. ASHA Trust
3. Basadi Pele Foundation
4. BrainBoosters NPC
5. Cotlands
6. Edutak Pre-School Training and Development
7. Flying Children
8. Greater Soweto Association for Early Childhood Development
9. Gauteng BAOBAB Early Learning Training Programme
10. HIPPYSA – Home Instruction for Parents of Preschool Youngsters
11. KELRU [Katlehong Early Learning Resource Unit]
12. READ Educational Trust
13. SACECD [South African Congress for Early Childhood Development]
14. Safe and Sound Learning Association
15. Siyathuthuka Nursery School Project
16. Sunshine Centre Association
17. Woz'obona Early Childhood Community Service Group

### KwaZulu-Natal (9)

1. ECD Afrika Foundation
2. Family Literacy Project
3. LETCEE [Little Elephant Training Centre for Early Education]
4. Midlands Community College
5. NELRU [Natal Early Learning Resource Unit]





6. New Beginnings Training and Development Organisation
7. Save the Children KwaZulu-Natal
8. The Unlimited Child
9. TREE [Training and Resources in Early Education]

### **Limpopo (5)**

1. Golang-Kulani Early Learning Centre
2. Khanimamba Training and Resource Centre
3. Sego Monene Training and Resource Centre
4. Thusanang Early Childhood and Community Development NPC
5. Thukakgaladi Integrated Development Project

### **Mpumalanga (4)**

1. Masakane Trust
2. Ntataise Lowveld Trust
3. Sithuthukile Trust
4. Siyathela Early Learning Association
5. Penreach (received too late for inclusion in analysis)

### **North West (1)**

1. Keletsong Community Training Centre

### **Northern Cape (2)**

1. Custoda Trust
2. Ebenezer Training House for Early Learning

### **Western Cape (22)**

1. Anton Lubowski Education Trust
2. Auburn House School
3. CECD [Centre for Early Childhood Development]
4. CFCE [Centre for Creative Education ECD]
5. Early Years Services
6. ELRU [Early Learning Resource Unit]
7. Ekuhlaleni Community Preschool Project
8. FCW [Western Cape Foundation for Community Work]
9. Grassroots Educare Trust
10. Ikamva Labantu
11. Klein Karoo Resource Centre
12. Knysna Education Trust
13. Operation Upgrade ECD Project
14. Persona Doll Training South Africa
15. Prochorus Community Development
16. SAEP [South African Education and Environment Project]
17. Sikhula Sonke Early Childhood Development
18. TEECSA The Early Education Centre
19. The Early Education Centre
20. The Pebbles Project Trust
21. True North Consulting
22. Wordworks





Ilifa Labantwana is a multi-donor partnership which supports integrated early childhood development (ECD) in South Africa. The donor partners include the ELMA Foundation, the UBS Optimus Foundation and the DG Murray Trust.

Ilifa Labantwana aims to increase access to, and improve the quality of integrated early childhood development services for children in underserved communities; and to support South African policy implementation of integrated ECD interventions in a sustainable manner.

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