

## **KwaZulu-Natal Early Childhood Development Community of Practice Meeting Highlights 30 October 2018**

Meeting held at LT2 UKZN Edgewood Campus, Pinetown



### **WELCOME, CHECK-IN & INTRODUCTIONS**

Patsy Pillay, the facilitator for the KZN ECD CoP, warmly welcomed delegates to the final KZN ECD CoP for the year and also welcomed Thandeka Rantsi, the new ECD Project Manager from BRIDGE, and asked her to say a few words. Thandeka thanked the KZN ECD CoP for their tireless efforts in holding the CoP, and she also thanked Patsy Pillay, the facilitator, for her professional facilitation and maintenance of the CoP. Delegates were then asked to introduce themselves and say a few words about themselves. Patsy recapped briefly from the last meeting minutes held in August 2018. Patsy noted that the agenda will be adjusted to cater for the delegates who indicated they will be late.

### **PURPOSE OF THE MEETING**

- Panel presentation on the value of collaboration between ECD training providers (NGOs) and Higher Education Institutions that will benefit ECD students in training
- Reflections and planning for 2019



### **UPDATE ON THE NATIONAL ECD COP**

Thandeka shared key information from the last BRIDGE National CoP held in August 2018. The focus was on Nutrition and there were presentations given by Grow Great, Hope Worldwide and North-West University. It was noted that the main theme that came out from the CoP was the importance of nutrition for a child's early development and how the ECD community was key in pushing the Nutrition agenda. It was also communicated that Nutrition is a policy imperative according to the Integrated ECD Policy and it requires innovative solutions that can be scaled up. The presentations can be found on the knowledge hub.

The CoP is reminded of BRIDGE's knowledge management role. All meetings, presentations and discussions are captured and shared on BRIDGE's Knowledge Hub, as are any other specific knowledge products relevant to ECD. [Here](#) is the link to this.



**PANEL DISCUSSION:**

**HOW CAN ECD RESOURCE TRAINING ORGANISATIONS (RTOs) AND HIGHER EDUCATION INSTITUTIONS (HEIs) SUPPORT AND COLLOBORATE IN THE TRAINING OF ECD PRACTITIONERS**

Patsy reflected on the last meeting held in August 2018 and explained that as a result of the interest in ECD training and partnerships to support ECD practitioners in their training, today's meeting will focus on this area. The aim was to share current experiences of providers involved in ECD training and address different ways and models to improve training interventions as a result of collaborations between higher education institutions and ECD public and private providers. She also drew attention to the fact that this partnership was included in the ECD policy and starting these dialogues was key to implementation of the ECD Policy, and it was positive that the KZN ECD CoP had started these discussions.

**Panel speakers included:**

- Private provider Representative - Sammy Louw
- NGO Representative - Colleen Osborne
- University Representative - Tutu Madonda

**Private Provider – Sammy Louw  
(Pineridge College)**

Sammy noted Pineridge College which is based in Pinetown, Durban. The college was registered with the Department of Education and accredited with the ETDP SETA. He received requests from many Universities and Colleges for ECD practical placements which included North West University, EThekwini College and au pair training agencies amongst others. The motivation to undertake training was to deliver quality given they had the expertise and experience, they offered quality training and the placements offered the opportunity to build up experience for becoming an assessment centre for the QCTO training. The college received positive comments from students who are placed at Pineridge College.



**Challenges experienced:**

- Unofficial partnership – Pineridge College just receives a letter from universities requesting that they place their students for the practical aspects

- No mentor training is offered by the Universities to the students throughout their practical training
- No remuneration-universities do not remunerate the NGOs for taking on their students which has an administrative and management cost
- Students lack practice- students from the universities usually have never been in an ECD centre to teach until much later in their studies
- Lack skills in resource development e.g. poster making
- Gaps in knowledge about ECD
- Assessment – no guidance or briefing from Universities – universities just send forms to be filled out and expect them to be completed professionally

### **NGO Representative-Colleen Osborn (Midlands College)**

Colleen placed ECD training in South Africa in context. ECD providers have always offered training that integrated theory and practice i.e. in-service training. Previously the target market was mature women who had some experience but lacked theoretical training. It's a new trend to get more young women that register for ECD qualifications. Many ECD practitioners stop at NQF level 4 as there is no career path and funding after this period. She noted that the current level 5 qualifications target Grade R and are not recognised by DBE. Some practitioners who continued their studies were lost to the Foundation phase. The Project for Inclusive Early Child Care Education (PIECCE) addresses the higher education gaps in ECD and the pilot is expected to start in 2020. Colleen also noted that the new QCTO level 4 qualification also presented problems with practical placements (given the lack of registered sites, no training of ECD supervisors, more work on those already overburdened and possible loss of jobs during placements.) The idea of collaboration is now policy –as noted in the ECD policy. It was observed that those students supported by NGO providers came out as more equipped teachers.

Colleen noted:

- At universities, whilst there is the theoretical input in ECD, there are no practical components
- Some lecturers had a limited understanding of ECD, the history and practical implementation
- The university and NGO providers worked in a separate campus
- Students had to find their own placements which impacted on quality

### **Recommendations**

- An open invite to join with ECD providers who had both expertise and experience-‘we have spoken about working together for years – let’s get started’
- There are different models of partnerships between universities and RTOs including the Rhodes partnership with an NGO-universities do the theory and the NGO’s provide the practical training in tandem by working on the sites
- By doing practical’s in various communities where students are based, this supports community development, rather than placing students in so called ‘perfect schools’
- NGO’s can also offer bridging courses prior to university training, academic learning and computer and maths skills
- Students can be recruited via NGO providers
- Universities can assist with Recognition of Prior Learning (RPLs)-the process does not have to be onerous and universities need to be mindful of the demographic of the ECD practitioners in need of RPLs

### **University Rep - Tutu Madonda (UKZN)**

Acknowledged challenges in terms of practical training and noted in this respect that they have appointed two new lecturers. “We are experiencing challenges at the university on practical models of practice with NGOs in open spaces.” She recognises the need for collaboration with NGOs. Globalisation also calls for collaboration and showing best practices for ECD training. She noted the following:

- That the university does provide support in terms of resource development although limited
- The university is in the process of developing- 0-4 curriculum
- The issue of remuneration is difficult, however the idea of mentoring and providing support on assessment requirements by universities can be explored
- Invite NGO representatives as guest lecturers
- Start the informal collaboration
- Take their students to NGO workshops



### **Plenary Discussions**

#### **Question:**

What is PIECCE?

#### **Answer:**

PIECCE is a multisectoral teacher education project that aims to professionalise the sector by developing a standardised framework for the training of ECD practitioners working in birth to four.

#### **Question:**

How can we trust NGOs regarding training and practice?

#### **Answer:**

“NGOs have years of training, expertise, ECD qualifications, leadership in ECD, developed many policies, accredited by quality assurance bodies, amongst others’.

- Robust discussions followed on the merits of NGO’s , their expertise , strengths and years of experience
- Seems there is lack of trust, how can we develop trust between HEIs and NGOs?

#### **Question:**

What support is there in terms of bursaries for the PIECCE pilot?

#### **Answer:**

Dr Blanche Ndlovu committed to finding out more and reporting back to the CoP

### Recommendations

- University formalise relationships with accredited NGOs
- Universities and NGOs can write joint proposals to support projects that advocate for articulation of ECD practioners currently in possession of level 4 and 5 qualifications
- Mentoring of students
- Universities should attend NGO Workshops
- Check on the University of Denver’s models
- Follow up on RPL to lead to higher intake of students
- Follow up on bursaries post the PIECCE project
- Follow up on partnerships from this meeting



### KZN UPDATES

- **Persona Doll Training-** Colleen shared about this workshop. She noted it was disappointing that so few from NGOs (6) responded to this workshop. The focus was on teenage pregnancy. All those who attended received resources.
- **PIECCE –** Blanche serves as the UKZN representative. She was disappointed on representatives from TVET Colleges. There is a need for representatives that have expertise. She will take up the RPL issue and report after the January 2019 PIECCE meeting. It was also decided that any questions regarding RPLs, WIL, Professionalization and Articulation would be sent to Patsy and used as a consultation for the PIECCE programme frameworks that are still being finalised ( by December 2018)
- **ECD Inter-sectoral Forum-** Patsy provided a brief input on the September meeting. The focus was on sharing on ECD developments and sub committees who worked on their briefs as per the ECD Policy.
- **KPACC Update –** Sammy updated the CoP by saying that the meeting was postponed to the 15 November 2018.

### Summary: Evaluation

The facilitator requested Thandeka to present a short summary of the meeting

- Collaboration is necessary
- NGOs have practical experience, universities have theoretical knowledge, how can we marry the two?
- Think about models that have worked in terms of collaboration such as Rhodes and find new models that may work

- Think about gaps that universities have identified as a challenge e.g. lack of academic and computer skills from the NGO trained ECD practitioners, and work with NGOs who can address these areas
- What can we learn from a global perspective?
- Assist ECD practitioners to articulate into university qualifications- this is a big gap and needs more advocacy
- In working together, NGOs need support from universities (mentorship , remuneration
- RPL , WIL professionalization ( leverage on PIECCE)

### **Way Forward**

- Collaboration accepted – meet after PIECCE Meeting in January 2019
- Panel speakers and Facilitator act as the lead subcommittee on this
- Thandeka send critical issues to PIECCE from the minutes
- One-day symposium on this topic with decision makers
- A banner is needed to advertise the BRIDGE CoP
- Noted the partnership between the university and municipality with funding, municipality representative will investigate.

### **SELF-EVALUATION FORM**

#### **What was good/worked well?**

- Good to have a wide representation of ECD people
- Collaboration between sectors was useful, feeling that we are all in the same boat and that we can support each other going forward
- Knowledge gained on how sectors can drive collaboration very helpful
- ECD organisations are coming together and we are learning from one another
- Presentations are well presented and organised
- Visit other universities and municipality/government venue for more exposure
- Networking opportunity

#### **What can be improved /more or less of?**

- One-day workshop on the QCTO and new qualification
- Timing is an issue, 10am start interrupts the entire day, people would prefer to start at 08:30
- Move venue to a more central spot, Edgewood is better
- The CoP can visit other areas
- More male representatives in ECD will also help reduce gender based violence and child abuse
- More parties, stakeholders and policy makers attending meetings will be beneficia

#### **Opportunities for growth**

- To include more participants with interests
- Feedback from everything that was discussed and way forward
- Draw in inter-sectoral voices

## **NEXT STEPS, CHECK-OUT & MEETING CLOSE**

### **Events for 2019:**

- Toy library Conference
- World Forum ECD Conference in Macau, April 2019

### **Next Meeting**

- March 2019. Exact date to be confirmed.
- Venue: To be confirmed

## LIST OF PARTICIPANTS

<b>Name:</b>	<b>Organisation:</b>
Amanda Ndlovu	New Beginnings Training
Ashnie Mahadew	UKZN
Barriel Fayers	WEDF (ECD)
Dr Blanche Ndlovu	University of Kwa-Zulu Natal
Buhle Mchunu	Mporoia Municipality
Colleen Osborne	Midlands Community College
Hlengiwe Dube	The Unlimited Child
Julie Hay	Singakwenza
Khumbuzive Mathe	KZN DOE
Lihle Sishi	Ethekwini Municipality
Lynette Francis	Newlands ECD Forum
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Nomusa Duma	Mporana L.M
Patsy Pillay	New Beginnings Training and Development Organisation
Penelope Lovedale	
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Phindile Hlubi	Ethekwini Municipality
Phumelele Ngidi	DSD
Rebecca Wakeford	Midlands Community College
Romany Roberts	WECDF
Rookshana Ganie	DoSD
Sammy Louw	Pineridge Training Centre Kids Paradise
Teresa Hoppie	Midlands Community College
Thandeka Jali	Hope Worldwide
Thandeka Rantsi	BRIDGE
Tutu Madonda	University of Kwa-Zulu Natal
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