

## National ECD Community of Practice – Meeting Highlights

16 March 2023

Venue: Online (Zoom)



### SCENE SETTING

Patsy Pillay, BRIDGE KwaZulu-Natal (KZN) Early Childhood Development (ECD) Community of Practice (CoP) champion and National CoP Facilitator, welcomed participants to the first National ECD CoP of 2023. The first session of the CoP introduced one of the project elements of the Funda Udlale Nathi (FUN) project ('Learn and Play Together'), funded by The LEGO Foundation and VVOB in collaboration with the Department of Basic Education (DBE). This was followed by a Real Reform for ECD (RR4ECD) workshop on the various facets of the Integrated Development Plan (IDP) review process as part of their #MakeLocalGovernmentWorkForECD campaign.



### BRIDGE UPDATE

It has been decided that unfunded provincial CoPs, namely the Western Cape ECD and Mpumalanga CoPs be put on hold until a new CEO is in place and BRIDGE has reviewed its overall strategy.

The KZN CoP will continue under a new model called the 'KZN ECD Collaborative Network', which is comprised of ECD supervisors, RTO providers, practitioners, and the University of KwaZulu-Natal (UKZN), with the goal of bringing together the different ECD structures in the province to engage and debate on challenges, gaps and opportunities in the sector.

Lastly, it is important that the bulk of the National ECD CoPs for 2023 will be dedicated to the Funda Udlale Nathi project ('Learn and Play Together'), which will look at ECD practitioner professional standards and qualification pathways, with the aim of contributing to conversations in the broad ECD landscape.



### PRESENTATION: Sheila Drew – The FUNDamentals of becoming an ECD professional

[Click here](#) to access Sheila's full presentation

Sheila Drew, Programme Specialist for Early Childhood Development (ECD) at Saide, delivered a presentation on 'The FUNDamentals of Becoming an ECD Professional' on behalf of Saide's Funda Udlale Nathi (FUN) project consortium team, which comprises Saide as the lead organisation, BRIDGE, TREE, NECDA, SACECD, and Professor Hasina Ebrahim, with support from the DBE and SACE.

The larger FUN programme includes Ntataise and Neil Butcher and Associates (NBA), while the Saide consortium element examines professional teaching standards, qualification pathways and SACE provider guidelines in the overall ECD ecosystem.

The project brief also places special emphasis on PLAY as it has taken its place once again on the ECD agenda, reminding us of its centrality to teaching methodologies in South Africa in the 1980s. Recent research continues to point the importance of play – which is currently undervalued – as a key component in children's education.

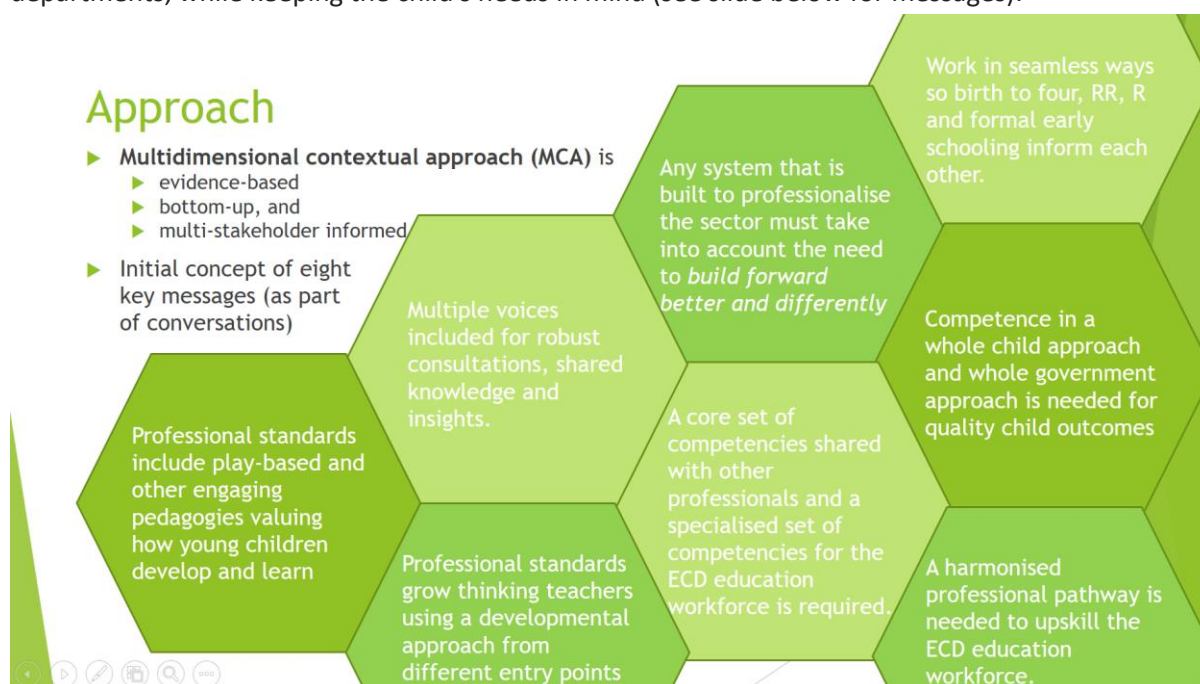
The ECD sector comprises a diverse ECD workforce that integrates early learning and the delivery of other important elements such as health, safety, nutrition, and responsive care, focuses on children from birth to five years old, and encompasses grade R and RR across all modalities. The consortium believes that it is necessary to thoroughly identify the workforce they are targeting for professional standards, and its relationship to the rest of the workforce, with one of the key questions being who the workforce is and how they are tied to and integrated into the sector as a whole.

It is also important to ask what we mean by professionalization – what does it mean to become, to be, to continue to be a professional.

### ***Theory of Change***

According to the project's current Theory of Change (ToR), change must occur within a competent system, through consultation and critical conversations using a multi-dimensional approach (MDA). This means gathering evidence from the ground up in multi-stakeholder forums to capture the complexities that exist within the ECD sector and identify the areas of change that the consortium seeks to influence.

Part of the approach will be to speak to a set of eight initial key messages, across government departments, while keeping the child's needs in mind (see slide below for messages).



The deliverables for the consortium are as follows:

- A comprehensive set of professional teaching standards that is responsive to children's needs;
- A professional learning pathway that is accessible, inclusive and responsive to the needs of the ECD sector; and
- A set of guidelines for providers that supports flexible and quality provision.

### ***Using a framework of continuums to guide conversations***

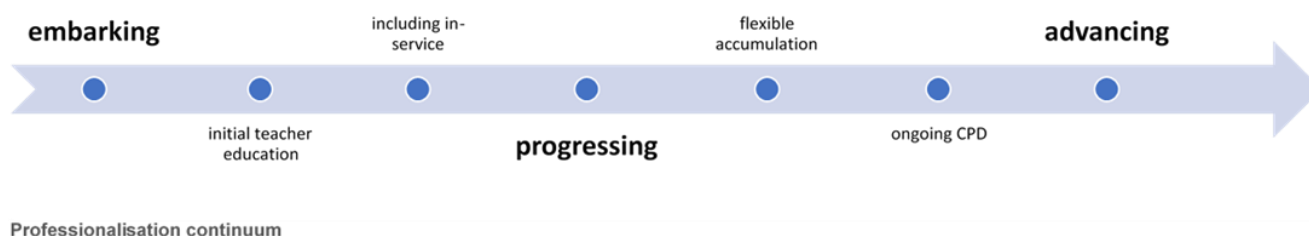
The team has developed a framework of three continuums (see below) under which they believe they will be able to achieve their objectives, while allowing for adaptations that emerge from conversations.

The goal is to maintain these three continuums as a framing mechanism in conversations, while using a developmental approach from various entry points to ensure that we end up with critical and thinking teachers.

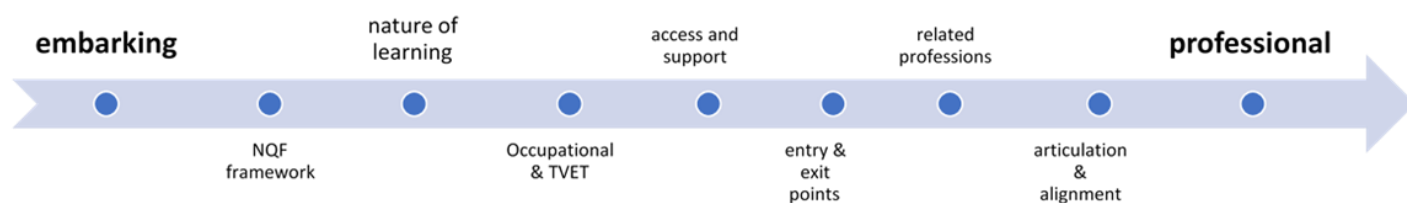


The project's focus is from birth to five, and the team intends to investigate the evolution through the curriculum to nine years of age, as children develop and learn along that continuum. This will be done in relation to transformative PLAY pedagogies, by looking at what play is, what PLAY pedagogies are, and how they differ from other pedagogies.

It is worth noting that children's requirements along this continuum alter as they grow and develop, and that these requirements go beyond education. Therefore, the nurturing care framework is needed to inform the continuum.



The second continuum was discussed in the PIECCE project, and asks, "What does it mean to be professional, where do you start on that journey, how do you progress, and does the journey ever come to an end, or do you continue to advance in becoming a better professional, a different kind of professional who is flexible and responsive?". This ranges from initial teacher education and in-service training to Continuous Professional Development (CPD), to allow for the flexible collection of knowledge that helps one become a professional.



Qualifications continuum

The third continuum is a qualifications continuum which looks at embarking on becoming a professional within the NQF framework, beginning with occupational, TVET or Higher Education, and continuing with short courses with different entry and exit points, that related professions can dip into as long as the articulation and alignment speak to it. It is about finding support along the way to access, and succeed in, the learning journey.

### ***Development process***

The three key deliverables of the project, namely teaching standards, professional pathways and provider guidelines, will follow a similar development process, over a period of a year, of:

- Data collection and analysis for a Literature Review, so that conversations are informed by existing knowledge and insights.
- Consultation and discussion to enrich what the consortium already knows, and determine how to take conversations in a direction that is appropriate for the project element's context, coupled with a range of stakeholder discussions in the ECD CoP, provincial forums, ECD forums, focus groups and interviews with specific informants (data collection).
- Data analysis to produce a first draft.
- Knowledge management and dissemination for further consultation and input.
- Finalisation of the drafts.

The project team will also consider developments in the sector, the obvious one being the DBE's HRD task team, as well as the need to connect with as many stakeholders and forums as possible so that they, too, can inform the conversation and learnings.

### ***Some initial reflections from the consortium:***

- Learning through play is not a single static thing. The PLAY pedagogy has a relationship with other pedagogies which are inclusive, caring, transformative and responsive.
- What competencies are required in a teacher in order to facilitate learning through play?
- What other competencies do practitioners need in order to value how young children learn and grow?



## PLENARY DISCUSSIONS

### *Remuneration*

Lisa Voortman mentioned financial remuneration as one area that should be emphasised as it is an important part of professionalisation that is often overlooked. This is because ECD practitioners are not paid consistently or fairly, which is not how a profession is built.

Louise Erasmus stated that data collection should include practitioners' experiences with basic working conditions and remuneration, in order to provide a realistic picture. Remuneration should be extended to employee benefits offered to practitioners, considering what would happen when the workforce retires.

Kayin Scholtz added to the issues of remuneration by saying that one cannot have a conversation about professionalism without having a conversation about minimum standards for remuneration. One also cannot speak about remuneration without discussing government subsidisation for poor children.

The issues of remuneration and working conditions stood out very strongly in relation to professionalisation. Sheila Drew responded that these issues were continuously being raised, and correctly so. They came up in PIECCE as well. She queried the point of establishing new qualifications and pathways if there is to be no recognition in terms of remuneration. However, it is important to note that this does not form part of the Saide consortium's project brief.

Sheila also highlighted that there are many aspects to becoming a professional, part of which is what it means to become a professional within a system, particularly within a competent system. She noted that the discussion about remuneration points to the fact that we do not have a competent system. This raises questions relating to how the Saide consortium will work within a system where aspects of it are not yet ready to embrace the work being done, and makes conversations with system agencies such as VVOB, DBE, and SACE necessary.

### *Global PLAY pedagogy*

Erika Jooste noted that it is important to look at PLAY pedagogy from a global stance, as play can mean something different to a South African male carer than it does to those in the global North. She hoped this will include DEI's gender responsive pedagogy and the values and needs of participants in the global South as well as how play is viewed in our indigenous knowledge systems.

Ntjantja Ned echoed the importance of a North-South conversation on the PLAY pedagogy, wondering if it is possible to connect the first continuum, or children's needs, with the country's human resource development agenda and not limit it to just for children, as the sector contributes to the country's social capital, which is linked into the broader future. She noted that the connection needs to be made obvious in order to assist the state in deliberately defining its function, leaving nothing to chance.

Pam Picken commented that the project is great and long overdue, as it builds on all of the incredible work that has already occurred. She went on to question if the teaching and learning tools that will be

necessary for a play-based curriculum would be diverse and capable of catering to the different types of play. This is because materials and resources to encourage cognitive development are usually disregarded in a play-based curriculum. As a result, she asked whether the project will build in the necessary play resources required.

### ***Professionalisation***

Yashika Maharaj asked how we can take the professionalisation of ECD to the next level – the concern being that many practitioners who qualify are trained through distance learning with various institutions and get to learn more theory which they may not be able to apply as practical play based teaching and learning. As a result, many teachers struggle in the classroom due to a lack of practical knowledge. How can this be addressed?

Ally Connelly said an aspect of being able to offer recognised qualifications is the need to look at how to allow people who want to train as teachers access to training above NQF Level 4 without a Matric certificate. There is NO pathway for studying for initial teacher education that doesn't include the need for a matric – apart from RPL, which has its own challenges.

Sheila noted that some of these issues were beyond the scope of the consortium's brief. However awareness of linkages is important: for example, in terms of play materials, the project could investigate what competencies practitioners require to overcome resource shortages or to create their own resources – the idea being to connect children's needs to their developmental future and what competencies a teacher needs beyond the place where she works, which means creating teachers who are critical thinkers and engagers who can respond not just to children but also to the world in which they work.

When examining the qualifications continuum and how it feeds into qualification modalities, the considerations of access through multiple modalities for online learning are relevant. Who is going on this path – is it the person who is just opening her preschool? The team wants to be able to create a method for that practitioner to enter the system and become a professional – by giving access and support through a system that allows them to become a professional. It is also vital to understand 'who thinks what' about play in the global north/south context, how it affects competency disputes, and how it relates to teacher competencies and learning pathways.

Thandeka Rantsi supported Sheila by saying that she agrees professionalisation should be viewed as a continuous journey and in our ECD context this journey must be opened up to the person opening up a programme tomorrow and the one who is already operating one. Thandeka noted that it would be exciting to see what a journey from pre-Level 4 into Level 4 and from Level 4 to higher NQF levels should look like. With that said, concepts like RPL that can support access must be customised for the realities of the ECD sector.

To conclude the session, Sheila stated that all concerns and issues expressed were valid as they represented voices from the field, and all inputs were appreciated as they enriched the conversation. This project cannot solve these challenges as they are outside the scope of the brief, and some issues require time for the sector to find ways to move them forward. The consortium would as a result need guidance on how to incorporate them. This discussion forms the start of the conversation about ECD practitioners' teaching standards, professional pathways, and provider guidelines, with the team



planning to make the process sufficiently consultative using BRIDGE CoPs, forums and more to allow everyone to give input based on their experiences in the field.



## COMMENTS

‘We seem to be talking at each other and not with each other and, like in politics, if the leaders do not speak in one voice that becomes confusing for their constituency. How is the Funda Udlale Nathi programme different from what Seriti aRe Bapaleng and Do More Foundations with the Do More Play Initiative? Can we not have one initiative driven by various organisations? That way when we go and speak to caregivers, practitioners’, government etc. we come forward as a united front implementing at different levels, capacities, communities.’ – Boipelo Lekwane

‘Besides learning through play, please do not sideline that play is what children do when they follow their own ideas and interests, in their own way, and for their own reasons.’ – Sharon Shevil



## PRESENTATION: Tshepo Mantjé – Supporting and empowering ECD practitioners in making submissions to the local municipal IDP

[Click here](#) to access  
Tshepo's full presentation

Tshepo Mantjé, the Right to Early Childhood Development Coordinator at The Equality Collective, presented on behalf of Real Reform for ECD (RR4ECD), which is a movement made up of different organisations advocating for holistic, well-funded, inclusive and quality ECD services for all children. The presentation reviewed the Integrated Development Plan (IDP) process with the aim of supporting and empowering ECD practitioners and stakeholders in making submissions to the local municipal IDP before the close of submissions.

Tshepo's presentation focused on the movement's #MakeLocalGovernmentWorkforECD campaign, which aims to integrate ECD into local government in order to ensure that the sector's views are heard in terms of budget and advocacy. This is due to the fact that ECD is not often administered by a single department or organisation, but is instead very inter-sectoral, involving several domains of government and various categories in providing and expanding ECD services.

The slide below shows the short and long term goals of RR4ECD's #MakeLocalGovernmentWorkForECD campaign:

## **‘Make Local Gov. Work’ Campaign goals**

- Short term goal:
1. To empower and support ECD practitioners to be **active participates in ECD advocacy**.
  2. Educate local government on the **importance of ECD**.
  2. Mapping out the **challenges in the sector**.
  3. Get ECD meaningfully included in the **Integrated Development Plans**.
- Long Term Goal:
1. To ensure that municipalities **recognize the importance of local government policies** for a functioning and thriving ECD sector.
  2. Do establish supporting structures (**technical teams/forums**) in local government that will **monitor and support** the provision of ECD services
  2. To support the development of **by-laws and Policies** related to ECD.

### ***Why local government?***

Schedule 4, Part B of the Constitution gives local government the legislative authority to pass legislation and approve policy relating to childcare facilities.

Furthermore, municipal planning, which includes land use regulation for child care facilities, is a recognised responsibility and competency of local government. This demonstrates that local government has the ability to bring about change.

The National Integrated Early Childhood Development Policy states that local municipalities:

- must participate in the planning of early childhood development services;
- are responsible for supporting childcare facilities to meet minimum infrastructural health and safety standards;
- must develop new infrastructure for ECD services; and
- must identify available infrastructure that may be used for the expansion of early learning services and programmes in areas of need.

The above demonstrates why local government is one of the spaces in which the sector can advocate for ECD, so that when practitioners participate in the IDP process, they are aware of the roles and responsibilities of local government. This makes it critical to not only mobilise but also equip practitioners with background knowledge regarding the law. All Integrated Development Plans (IDPs) and their associated budgets must account for and plan for these responsibilities.

### ***So, what is an IDP?***

It is easier to think of the IDP as the municipality's business plan, describing what they will focus on in terms of service delivery over the subsequent five years. It is a planning method that involves the municipality and the community in order to find the best solutions for sustainable development.



Including ECD in the municipal IDP will assist to speed up delivery, attract more funding, and promote democracy by allowing practitioners to voice their concerns and participate in directing service delivery. It is therefore crucial to review the IDP process annually.

### ***Reviewing the IDP***

The annual review of the IDP allows for an assessment of the plan's efficacy, identification of any issues or gaps, and making required revisions to ensure that the municipality is responsive to the changing demands of its residents.

The IDP annual review process typically takes place between January and March of each year and is finalised in April. Currently, the IDP that can be engaged with runs from 2022 to 2027 and the process involves an:

- Analysis of performance to review the performance of the municipality over the previous year, including progress made towards achieving the objectives outlined in the IDP.
- Identification of challenges and opportunities based on the performance analysis, where challenges or opportunities that have arisen over the past year are identified.
- Stakeholder engagement sessions held with various stakeholders, including community members, civil society organizations, business associations and government departments.
- Revision of the IDP based on the feedback received during the stakeholder engagement sessions and the analysis of performance.

What can be changed in the IDP annual review?

- Emerging challenges to address new challenges that have arisen since the plan was last reviewed.
- Community needs addressing the changing needs and aspirations of the community.
- Performance indicators used to measure progress towards achieving the objectives of the IDP.

Community members can make submissions in two ways, one of them being public participation meetings on the IDP and the second written submissions to the municipality.

Written submissions should include the following information:

1. Name and contact details of the person making the submission
2. A clear description of the issue or concern being raised
3. Any suggestions or recommendations for addressing the issue or concern
4. Any relevant supporting documentation, such as photographs or reports.

### ***IDP submission template***

Real Reform for ECD has developed a customisable template that serves as a guide for people to use to make their written submission. The template is available on the following [link](#).

The submission template speaks of issues that Real Reform would like to see being represented in the IDP, namely to:

- Pull down barriers to registration, because of the many hoops that hinder centres and sites from becoming fully registered.
- Build more spaces for ECD programmes and upgrade existing ECD programmes, calling for the municipality to invest in infrastructure.
- Make ECD a local spending priority.
- Ensure ongoing support for the ECD sector through a multi-disciplinary ECD task team, made up of ECD stakeholders in the municipality, which will be advancing ECD needs within the community.

The template acts as a guide for potential submissions; however, the document is not required to be submitted as is, nor is it required to be used to make a submission. To customise the contribution for each user, edits are required where there are yellow highlights.

ECD practitioners/stakeholders might additionally include insights about issues specific to their communities where they believe standards are not being met.

Real Reform would appreciate it if you could Bcc the RR4ECD campaign in your email to local municipality using the following email address: [tshepo@equalitycollective.org.za](mailto:tshepo@equalitycollective.org.za). This is so that entries can be tracked and in turn supported by the movement.

The objective is to ensure an enabling legal, policy and regulatory environment for ECD so that all children can thrive. For more information, visit [www.ecdreform.org.za](http://www.ecdreform.org.za).



## QUESTIONS & ANSWERS

**Q.** Is there hope in some of the local government structures that we have in the country?

**A.** The reality is that local municipalities are under-capacitated with officials being pulled in many different directions, which has made it a norm to approach local government with a lot of frustration. ECD forums, for example, should and can invite councillors to meetings and ensure that they themselves attend local council meetings. Involvement is vital, but it must be done at local level with community leaders in order to grow with local government officials and the community at large.

Pam Picken went on to explain that there is promise in local government since children are a cross-cutting concern, as long as we don't get caught up in the power play of politics. The Do More Foundation, with the support of RR4ECD, has generated significant interest in ECD in Nkomazi, which is a rural municipality in Mpumalanga and through these interactions, the local IDP coordinator has put forward recommendations. Pam further noted that one of Real Reform's key strengths is that it provides local ECD practitioners with the tools they need to connect with municipalities in ways they understand, enabling them to unite and present a strong voice with which they can engage their municipalities.

**Q.** What is the coverage of RR? Is it extensive enough?

**A.** Real Reform is still a new movement that currently has coverage across five provinces, with KZN joining this year with work being done in Pongola. The movement is striving to expand using the train-

the-trainer model. A local government workshop guide is currently being produced with the aim of conducting five to six workshop sessions on making local government work for ECD.

This entails going out with partners that have an ECD practitioners' network to educate ECD facilitators about the manual so that they can carry out the task of capacitating local government officials in that municipality.



## COMMENTS

'It is very important to engage municipalities due to registration issues, as a lot of the barriers come from municipal bylaws.' - Lesley Wood.



## PROVINCIAL UPDATES

The BRIDGE CoP believes it is still vital that provincial CoP champions present provincial updates during the National ECD CoP. The updates from Mpumalanga, Western Cape, and KwaZulu-Natal were as follows.

### ***Mpumalanga (MP):***

Modupi Mazibuko, the ECD Programme Manager at Penreach and champion for the Mpumalanga (MP) CoP, in absentia gave the following update:

- Penreach hosted the World Read Aloud day on 2 February
- A celebration of ECD Centres of Excellence was held
- ELOM (Early Learning Outcomes Measure) baseline assessments were conducted
- Teacher Development training was conducted.

### ***Western Cape (WC):***

Kayin Scholtz, DGMT ECD Resource Hub Manager and Western Cape (WC) champion, asked Jessica Blom from the Centre for Early Childhood Development (CECD) to present on behalf of the WC.

Her updates were as follows:

- The WC ECD department is announcing a new online tool for the ECD subsidy with the aim of using technology to streamline the subsidy process. The application form will be online and practitioners will have to upload their children's names onto the online platform. The idea is that it will be easier to track and have access to data for budgetary purposes. The goal is to start rolling out the use of the platform from mid-April.
- Vangasali in the WC – towards the end of 2022 the rolling out of the framework was paused because of an issue with the City of Cape Town's health department in awarding the bronze level certificate, as a health certificate indicating the child numbers from Environmental Health Practitioners (EHPs) is needed. The city officials were saying that this goes against their processes and so the roll out has been paused across the entire province until there is a resolution. The Western Cape Education Department (WCED) is waiting for a letter of support from national DBE and SALGA. The understanding is that this letter will put pressure on the

City of Cape Town's health department, but there is still some confusion in the sector while waiting for final confirmation.

- Reminder that the WC has divided registration across 17 Social Service Organisations (SSOs) across the province with each SSO having a certain geographical area that they support on the registration process.
- CECD has been working closely with City of Cape Town officials, different government departments and the mayor to look at removing some of the local government registration barriers, and everyone has been fairly responsive thus far. The idea is to use the learnings from the City of Cape Town to put pressure on other metros and local municipalities.

### ***KwaZulu-Natal:***

Patsy Pillay, Director of New Beginnings, National ECD CoP facilitator and KZN champion gave the following update on the KZN provincial CoP:

- As the only provincial CoP currently functional under a new model, the KZN CoP hosted their first meeting for 2023. This took place on 1 April, face-to-face at UKZN. The idea was a 'meet and hear' for information-sharing on professional practice, with the hope of working alongside a variety of stakeholders to take forward the issues of the ECD workforce in KZN.



## **CLOSING AND CHECKOUT**

Patsy thanked participants and speakers for their time and contributions, emphasising that BRIDGE CoPs highlight collaboration, by showcasing the work of organisations, alerting the sector to what is happening, what the government is doing, and what the new policies are. The date for the next CoP will be communicated closer to the time.



## **PARTICIPANT LIST**

First Name	Last Name	Organisation
Abigail	Peacock	NECDA
Ally	Connelly	Learning in Reach
Anele	Ngubane	NECT
Angelina	Smith	Knysna Education Trust
Annie	Kirsten	
Astrid	Gifford	LETCEE
Barbara	Valentine	ITEC
Bev	Da Costa	ORT SA CAPE
Bhekumuzi	Mhlongo	
Boipelo	Lekwane	Play Africa
Bongi	M	
Bongiwe	Gaba	
Carol	Harington	SFG
Cathy	Fry	Ukhanyiso Ebantwini NPC
Chanika	Peters	

Christine	Waldie	Lesedi Educare
Claire	Bruton	Knysna Education Trust
Claire	Pearce	
Dakalo	Negondeni	BRIDGE
Deborah	Schkolne	SmartStart
Deirdre	Watson	Dibber International Preschool
Dr Pat	Moodley	Department of Education
Erika	Jooste	Sesame Workshop
Ethel	Kubalsa	South African Education Project
Gerrit	Coetzee (VVOB SA)	VVOB
Gill	Naeser	ECD Specialist
Grant	Titus	Inclusive Education SA
Hanli	Human	Independent consultant and PhD student at Stellenbosch University
Hanne	Huysmans	VVOB
Hasina	Ebrahim	UNISA
Herman	Meyer	Indaba
Ipeleng	Mohlala	Early Care Foundation
Jamela	Mogodi	Private (Attorney)
Janet	Beyrooti	Curro Holdings
Jean-Marie	Koch	SANTS Higher Education Institute
Jessica	Blom	Centre for Early Childhood Development
Jessica	Ronaasen	Do More Foundation
Joan	Orr	Opti Baby/Dibber
Judite(Judy)	Ferreira-Prevost	SANTS
Juliana	Thornton	Ikapa Data
Julika	Falconer	Zero2Five Trust
Kayin	Scholtz	DG Murray Trust
Kedibone	Mosala	Lesedi Educare Association
Keitumetse	Molosiwa	Prakis Educational Services
Leonie	van der Berg	Early Inspiration
Lesley	Wood	ETDP SETA Chair in ECD at NWU
Lezelle	Strydom	Prestige College
Linda	Coetzee	Regenesys Management (PTY) Ltd
Linda	le Hanie	SANTS
Linda	Smith	Care for Education
Lindiwe	Ncube	University of Mpumalanga
Lisa	Voortman	GROW Educare Centres
Lizzy-Zodwa	Madonsela	
Louise	Erasmus	Development Bank of Southern Africa (DBSA)
Lungelo	Mthembu-Salter	JET
Lungile	Moleko	Project Literacy

Lyn-Maree	Shaw	
Vakala	Makukhanye	
Malcolm	Mooi	Dr CL Smith Foundation
Mantombi	Rozani	
Mari	Payne	Sesame Workshop South Africa
Mariaan	Bouwer	SANTS Private Higher Education Institute
Marie-Louise	Samuels	SamuelsSquared (Pty) Ltd
Marinda	Marinda	
Martha-GK	Mosiane	Kgetho Training and Consulting
Mary	Venter	Khululeka Community Education Development Centre
Matshediso	Lekgetho	
Meg	Pahad	MWEB
Melissa	King	BRIDGE
Mrs	Obilana	
Natalie	Gross	South African Montessori Association
Nazrana	Hoosen	ELET
Nkhensani	Mabunda	Hope Worldwide SA
Nokwanda	Langazana	Zero2Five Trust
Nolulama	Njenjani	
Nompumelelo	Madonda	UKZN
Norma	Rud	Tuni
Nontobeko	Kweyama	Humana People to People in South Africa
Nosiphiwe	Sibisi	Midlands Community College
Nozibusiso	Mkhize	
Ntjantja	Ned	Hollard Trust
Ntombi	Mxenge	
Pam	Picken	DO MORE Foundation
Patsy	Pillay	New Beginnings
Paula	Wickham	Fish Hoek Pre-Primary
Philisiwe	Ndlovu	Toyota Teach
Poncilia	Mazibuko	Humana People to People in South Africa
Pru	Ramsey	Indaba Institute
Prudence	Mathebula	Do More Foundation (ECD Facilitator)
Puleng	Ngubane	eThekwini Municipality Academy
Rachel	Fowkes	
Rebecca	Wakeford	Midlands Community College
Rene	Botha	ITEC
Rene	King	Khululeka Community Education Development Centre
Rina	Mato	Ilifa Labantwana
Rosemary	Cromarty	North West University



Sharon	Shevil	A Chance to Play South Africa (ACTPSA)
Sheila	Drew	Saide
Sheniece	Linderboom	Legal Resources Centre (LRC)
Sinegugu	Zulu	Zero2Five Trust
Solomon	Gumede	Kusekhaya Educare and South African ECD Agency
Susara	Nortje	AmazingBrainz NPC
Tessa	Forman	Afrika Tikkun Bambanani
Tessa	Wolfaardt	Education Africa
Thandeka	Rantsi	SmartStart
Thandi	Mdaka	Cotlands MPU
Thembeka	Ncube	
Theresa	Michael	Afrika Tikkun Bambanani
Thokozani	Mlambo	ETDP SETA
Thuli	Dubazana	Kid Excellence and Youth Development
Tsakane	Baloyi	Gauteng Education
Tshepo	Mantje	Equality Collective
Ursula	Assis	Dibber International Preschools
Simangele	Khumalo	Humana People to People in South Africa
Venessa	T'Hart	Cotlands
Victoria	Nokwanela	
Vuyiswa	Ncontsa	AVPA
Yashika	Maharaj	
Yumna	Allie	Grassy Park ECD Forum
Zandile	Mchunu	LETCEE
Zikhona	Jongizulu	Mikhulu trust
Rotshidzwa	Muluvhu	BRIDGE

#### Useful Resources Shared

RR4ECD's IDP submission template:  
<https://docs.google.com/document/d/1Ogsm9AZ12Ygy23fMvw3VzlctAJjORaD/edit?fbclid=IwAR1oSrIJftbjujuMcHxouRmQ7TNuAmpU0QFZXu8THY5qjwYUM1BiLmfiNeo>  
 RR4ECD website: <https://www.ecdreform.org.za/>

The CoP is reminded of BRIDGE's knowledge management role. All meetings, presentations and discussions are captured and shared on BRIDGE's Knowledge Hub. To access the Knowledge Hub click [Here](#).