

2015 *Annual Report*

This report covers the period from January 2015 to December 2015





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2015

Annual Report

Professor Di Wilmot



The Centre for Social Development has had a busy year filled with opportunities and challenges. Highlights include the graduation of 37 teachers enrolled for a Bachelor of Education (Foundation Phase) degree. The three-year part-time programme which was fully funded by the Sishen Iron Ore Community Trust (SIOC), involved the teachers attending week long contact teaching sessions at Rhodes University during their school holidays. A unique feature of the programme is the field support provided by a Rhodes facilitator based in the Northern Cape. Research done on the impact of the programme revealed encouraging changes in the teachers' classroom practice. In a country such as South Africa, where the focus is often on the problems and challenges of schooling, the research shed light on the efficacy of the CSD's model of teacher professional development. The research findings have been published in the South African Journal of Childhood Education, an accredited South African journal, SIOC has decided to fund a second



CHAIRLADY'S REPORT

cohort of students. The new BEd (FP) programme which started in March this year, is running smoothly.

Another highlight was a visit to Rhodes University by alumnus, Chris Christerson who was accompanied by Nick Jaff and Richard Carss all of whom are passionate about the state of early childhood development in South Africa and Grahamstown. Following a tour of the township area, they committed an Edu-tainer for increasing access to ECD in Grahamstown. This facility will strengthen the CSD's ECD work in the local community and it will open up additional spaces for research.

On a less positive note, the CSD has spent a considerable amount of time this year addressing the backlogs in the accreditation process of some of its Early Childhood Development and Community Development Practitioner programmes. This has taken longer than anticipated and has impacted on the amount of training done this year.

An exciting new project this year was that of Youth Training for the EC Department of Social Development. Unfortunately there have been some interruptions in the implementation of the training. These are in the process of being resolved. This programme, as part of the National Skills Development Plan, is much needed in the Eastern Cape where thousands of youths between the age of 18 and 24 years are not in school or in any form of education or training.

2016 saw the appointment of a Deputy Director, Mr Brett Malila. He has played an important part in the CSD's management team and has complemented the work done by the Director. I should like to thank Dr Giulietta Harrison for her leadership this year, and CSD Board for the support it provides to the CSD.

Professor Di Wilmot

Chairman CSD Board,
Dean Education Faculty Rhodes University
December 11, 2015



Dr Giulietta Harrison



The future isn't something hidden in a corner. The future is something we build in the present:

Paulo Freire

The Brazilian Educator and philosopher, Paulo Freire reminds us of the importance of staying in the present in order to build a future. Universities in South Africa have gone through a year of flux with students at the forefront of building a future for this country. Twenty odd years after democracy the young people of South Africa have spoken and are demanding the transformation that Nelson Mandela promised them. Rhodes University under the stewardship of our Vice Chancellor, Dr Sizwe Mabizela, has made a point of building in the present and consciously addressing the concerns of our students.

The Centre for Social Development which is a self-funded Non-profit Organization situated under the Education Faculty at Rhodes University, takes Transformation seriously. A number of workshops have been held in the Centre, staff have brainstormed ideas and strategies have been put in place to drive transformation forward. The CSD is about practical activities and solutions. With this in mind we have identified a number of areas in which the staff would like to see transformation and have been acting on



DIRECTOR'S REPORT

those areas on a weekly basis. For example the topic of Transformation is a regular item on our weekly staff meeting Agenda; multilingual approaches to our training are a subject that we address through a task team charged with re-evaluating our training systems and we are one of the few university institutes that have started the process of aligning our support staff salaries to begin to close the gap between the haves and the have nots.

Whilst the CSD recognizes the importance of being in the present to build a future we also appreciate that it is only by reflecting on the past that we can take the lessons learnt, into the future. We have therefore been evaluating our policies, creating new policies that better meet the needs of the organization and re-evaluating our courses. We are fortunate to be in the unique position of being affiliated to a university which therefore allows us to not only do Monitoring and Evaluation but to use the data to generate papers in a sector of Education that is rapidly developing as the Government gives it priority. This type of research is invaluable in that it allows us to contribute to the shape of education in the future. As both a Director of an NPO and an academic, I am able to supervise students, lecture on our part-time B.Ed and present research at conferences. This provides the CSD with the opportunity to cross the boundaries between what is often thought of as ivory tower academics and the practicalities of ECD in our most challenging learning environments. I am additionally privileged to serve on the DHET working group that are striving to determine what teacher qualifications should look like in order to

meet the needs of both our students and learners.

Staying true to Paulo Freire's quote that the 'future is something we build in the present', the CSD is committed to providing excellence and has been afforded the opportunity by Bright Kidz Foundation, to establish an ECD centre of Excellence in our Township. This type of validation on the part of a funder goes a long way to building staff morale and energizing us in realizing our vision:

'The CSD envisions vibrant communities that take responsibility for the early childhood developmental needs of their children, as a foundation for achieving human potential.'

I would like to express my sincere thanks to all the staff at CSD for their dedication to their work and the joy with which they face the daily tasks of an NPO. I would also like to thank our Chair Lady, Professor Di Wilmot and the Director of Community Engagement, Di Hornby for their support and mentorship throughout 2015. Finally I would like to commend our Vice Chancellor, Dr Siswe Mabizela for taking the time outside of his busy schedule to support the CSD in the challenges of working with a government funded programme. Keeping in mind our motto, 'it takes a village to raise a child', the CSD is indeed fortunate to have talented core staff as part of our 'village' who are surrounded and supported by experienced 'chiefs'.

Dr Giulietta Harrison
Director CSD

Brett Malila



I would like to take this opportunity to introduce myself as the new Deputy Director at the Centre for Social Development at Rhodes University. My name is Brett Malila, and I have a background in rural and community development. Having completed my MA in Rural Development at Rhodes University in 2000 and thereafter a Certificate course in Management Practice, I worked in the NGO and NPO sector in rural South Africa and abroad as a community based volunteer, development facilitator, researcher, report writer, funder liaison officer, programme co-ordinator and programme manager. The key theme of all the work I've done has been the upliftment of impoverished communities, capacity building and training. I believe very strongly that it is my duty to share my education and life experience, giving back to the less fortunate and in doing so make a concerted effort to build our country. I therefore also mentor several Rhodes students, a student from Velile HS, and a student from Qhayiya primary school in Bathurst, with the aim of encouraging hard work, self-belief, perseverance and dispelling the notion that you need to be from the suburbs to 'make' it. It is with all this in mind that I took the opportunity to work at the CSD.

I joined the CSD in June of 2015 and the role I play is varied and exciting. As the Deputy Director I play a role in and support the Director in human resources, fundraising, strategic planning, policy development, relationship building and monitoring and evaluation. One of the first tasks embarked on this year was the concretising of the Monitoring and Evaluation ideology at the CSD, setting out the basic principles and mechanisms for M and E. As it is arguably how well you can monitor and evaluate the use of donor funds that encourages them to re-fund.

Funding has, and continues to be, the biggest challenge for the organisation as large corporates and international donors increasingly see education and training as the core work of the government. All appropriate centralised applications received from



DEPUTY DIRECTOR'S REPORT

Rhodes University Alumni House have been submitted, and in some cases even two for the same deadline. Several joint applications have been submitted this year and the aim is to continue to build and foster these relationships over time, to ensure that the CSD remains relevant. Unfortunately not as much funding has been received in 2015 as the organisation would have hoped for. This is a sign of the times, and as funding becomes more difficult to source, CSD will need to become more innovative in how we strategise around this.

Collaboration is key and the CSD views such collaboration with other partners as essential for sustainable development. In this vein, CSD has initiated several collaborative projects. East Cape Midlands College, UNISA, Sadie, Bridge, Khululeka, ITEC, Lebone Centre and Access Music to name but a few. Several government departments have all been approached with project specific partnerships and long term collaborations in mind.

Community development training with the DSD has been one of the main areas of work as we have cemented this relationship with the provincial Department of Social Development, and although we are currently essentially piloting the training systems and mechanisms, the aim is to ensure that going forward the CSD becomes the main training partner of Government.

The CSD asks for more involvement from all project co-ordinators in the budgetary process, from designing a budget based on the activities they will co-ordinate, to controlling expenditure by project staff, and then reporting on the budget on a monthly basis. This has been an ongoing initiative and will continue to be developed into 2016, ensuring the most efficient and effective use of donor funds, staff and resources as a whole.

As part of my induction process this year - in line with getting to know all the staff and their projects - I have attended all the various non-accredited workshops and training sessions held for parents, practitioners and

staff from other NGO's . I was also fortunate enough to attend the Northern Cape B.Ed. graduation in April, where I was able to meet the students, funders and the provincial Government supporting the programme. All stakeholders emphasised the importance of the programme, with the then MEC for Education in the Northern Cape noting that the work being done by Rhodes/CSD/ISEA/RUMEP was of such importance that it was a priority for her department to find ways to extend it within the province and beyond.

In relation to staff and HR matters, one of the highlights of the year for me was the movement towards wage equity and this has set the tone for future organisational transformation as the year's annual increment was apportioned according to current wage levels and in a manner that closed the wage co-efficient in the organisation. CSD have instituted a performance mentoring system, where staff are now assigned a mentor for the year, who conducts the staff performance appraisal and several mentoring meetings throughout the year. The aim here is for the CSD to strive towards excellence through continuous improvement.

I have thoroughly enjoyed and been challenged by the need to consistently think ahead, and in this regard I have developed several concept documents: - Monitoring and evaluation, Planning for Short courses and how the CSD could go about this, Collaborative relationship with TVET college, and Collaborative relationship with UNISA. I am also pleased to have been involved in the development of research papers and research ideas, and look forward to being drawn back into the world of academia as the CSD looks to research and outputs based on the wealth of experience in the field of early childhood development and community development.

As the year draws to an end, I can truly say that I have found my niche and can only grow into the role and the organisation over time.

Brett Malila
Deputy Director



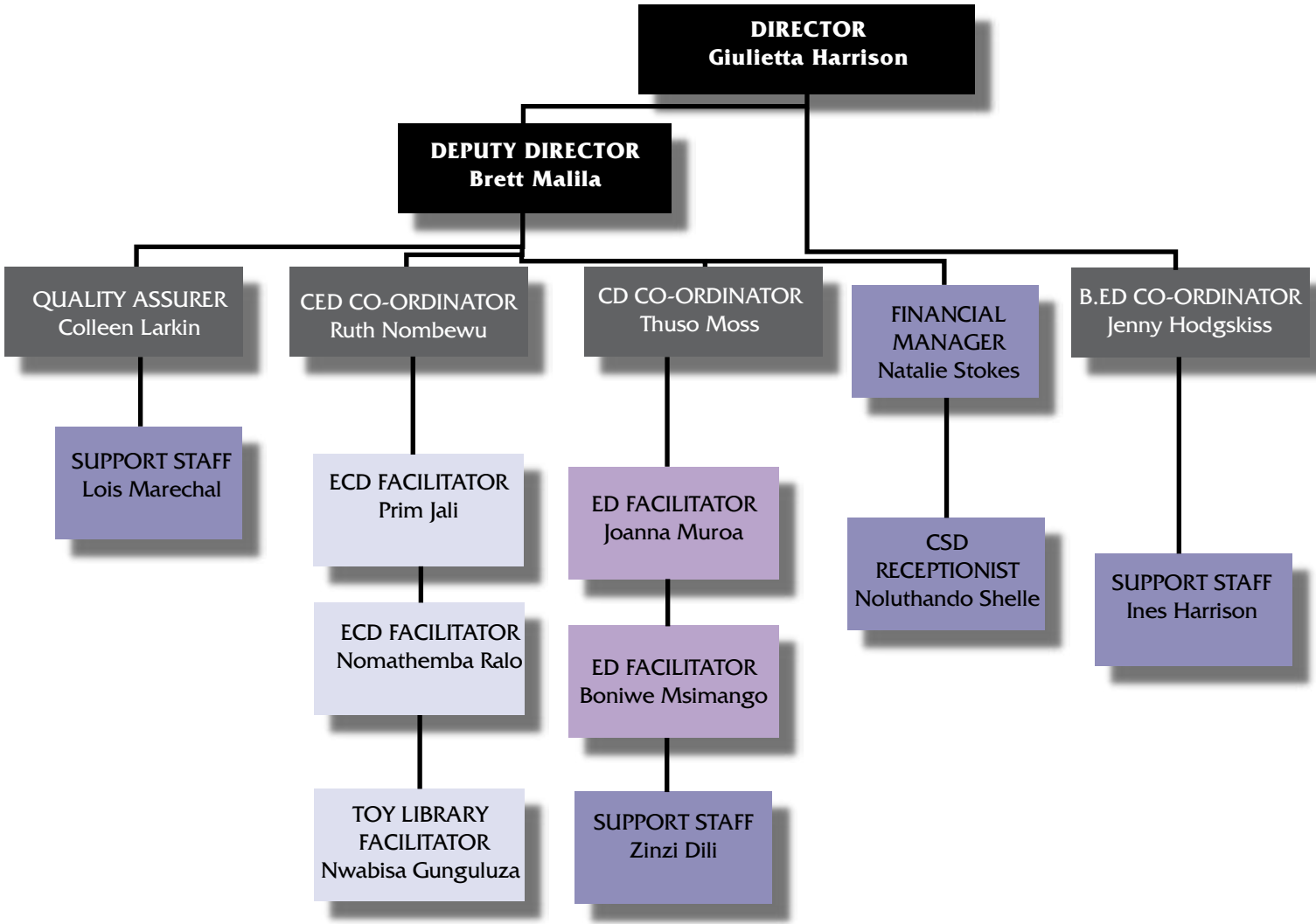
STAFF



Back Row: Lois Marechal; Brett Malila; Ruth Nombewu; Thuso Moss
Second Row: Giulietta Harrison; Colleen Larkin; Namahlubi Scott; Nwabisa Gulunguza; Boniwe Msimango; Vuyiswa Yili;
Lulu Mathews; Ines Harrison; Primrose Jali
Front Row: Nomathemba Ralo; Zinzi Dili; Noluthando Shelle; Natalie Stokes; Zaimeka Ngoma; Jenny Hodgskiss



STAFF ORGANOGRAM



Note that the Black and Grey staff are members of the Senior Management Team (SMT).



CSD BOARD

NAME	DESIGNATION	DEPARTMENT
PROF DI WILMOT	CHAIRMAN	DEAN EDUCATION FACULTY, RHODES UNIVERSITY
DR G. HARRISON MR B. MALILA	DIRECTOR DEPUTY DIRECTOR	CSD
DR B BROWN	EDUCATION FACULTY REP	DEPUTY DEAN EDUCATION FACULTY, RHODES UNIVERSITY
DR A WESTAWAY	DEVELOPMENT COMMUNITY REP	GADRA- MANAGER
MS L WESTAWAY	EDUCATION FACULTY REP	EDUCATION FACULTY, RHODES UNIVERSITY
MR THUSO MOSS	CSD STAFF REP	CSD C.D. CO-ORDINATOR
MS S MURRAY	EDUCATION FACULTY REP	EDUCATION FACULTY, RHODES UNIVERSITY
PROF. L. WILBRAHAM	PSYCHOLOGY DEPARTMENT REP	HOD PSYCHOLOGY, RHODES UNIVERSITY
PROF G EUVRARD	CO-OPTED	SENATE, RHODES UNIVERSITY
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MRS D HORNBY	COMMUNITY ENGAGEMENT REP	DIRECTOR COMMUNITY ENGAGEMENT, RHODES UNIVERSITY
MRS L MBANYANE	DEVELOPMENT COMMUNITY REP	DEPARTMENT OF SOCIAL DEVELOPMENT REP



Thuso Moss

When requested to write this report I had to reflect deeply on the year's events to see where I am coming from with the number of activities that I have performed over this period. What became relevant to me was to share the following fable:

"Learn from the hornbill, the bird of unconquerable hope - no matter how bad the drought, no matter how desperate the famine, the hornbill always holds its head high, its beak pointed towards a better tomorrow. Never be like a crow whose ugly beak points earthwards in pessimism- be ever like a hornbill my child".

Author: Credo Mutwa Cultural Historian.

These words have inspired me and encouraged especially with my work on the DoE programme. Throughout this period CSD staff have 'looking forward' which has been evident in their commitment to the work and the students we serve. The assessor training

NYS Students discussing their training materials.



COMMUNITY DEVELOPMENT CO-ORDINATOR'S REPORT

offered to all Facilitators was the means to ensure we are ready for any future trainings. The latter coupled with in-house the performance mentorship, provided our team with the skills to do a job of excellence.

It is always heartening to hear of how our training has had an impact. I have had confirmation from the schools principals that since their practitioners have been part of NDECD training, their foundation phase learners are performing much better and practitioners can see the relevance of what they are being taught. I believe that learning is always a two way street and that as much as a facilitator teaches his students, he also learns from his students. In this regard I have been challenged by my students and come out on the other side with more honed facilitation skills.

In closing I can also share one of the learners who express this view: "I wish to thank the Department of Education for offering us this opportunity to do NDECD level 5 programme. The lessons I learnt during the course I will treasure them. As a group of learners we were inspired by the course facilitators by keeping us always positive and encouraged to do our jobs in our best abilities. The ideas shared will carry us through our working life in ECD field". Ria van der Berg.

Given an opportunity some of the learners in this class would like to carry on to the next phase of their development. I can also bear a testimony they will do much better. Some are ready to take the next challenge and they see themselves fulfilling more responsibilities in their respective schools. As an organization we have remained optimistic in our role and there cannot be any better focus than what the hornbill bird has shown us.

Community Development Programme

CSD was honored to be selected to do the National Youth Programme, C.D. Level 4 training for the Department of Social Development. We are at the beginning of this journey and are hoping to inspire the youth of South Africa. We are looking forward to assisting in creating vibrant committed youth engaged in community work. We also embraced the opportunity as an organization to be offering the programme throughout the province. With the support of our Vice Chancellor who acknowledges the importance of using Rhodes University for this type of project, the CSD will continue to deliver a course of excellence.

Thuso Moss

ECD facilitator and CD Project Co-ordinator

FACILITATOR'S

Working through the essentials of Community Development in preparation for our NYS programme.



Boniwe Msimango

I started working at CSD as a community development facilitator in January 2015. Throughout this year I have enjoyed and appreciated the time I have been able to get for professional development, reading, writing reports and to work with the community.

Someone once said that the best starting point for a facilitator in training is to gain experience as a participant. Knowing a workshop process from the inside helps give you the confidence to later lead it. This is true for me because my journey with CSD started when a call was made to our local pre-school to nominate a parent who is going to work with the community and I was chosen.

I started attending Community development Level 01 in 2004 and later Level 05. These trainings helped me to understand the community and help start a community project that is still going strong and is currently employing 15 people. When it was advertised that CSD needs a community development facilitator I

thought this is my opportunity to showcase the results of these courses and help other people to transform their own communities as I had done. It was a unique experience when I started working with people who had been my trainers as another colleague now and not as a participant.

This year I attended Facilitator and Assessor training. These skills are very necessary to my work as a trainer so that I can have the knowledge and skills needed to deliver an effective training. I used to think that training was just to stand in front of a group of people and talk but I have learnt that so much work goes into it. The preparation/research, marking assignments, training reports, portfolios of evidence, assessments and so much more that goes into that final day when a certificate is handed to a student.

I am very passionate about my work and the fact that you start working with a person who sometimes does not even know what they want and you watch that process of development unfolding into fruition brings such joy and fulfilment that I cannot ask for more. I look forward to the future with CSD in continuing transforming people's lives.

Boniwe Msimango
CD Facilitator

REPORTS



Joanna Muroa

Introduction

I started working at CSD in Jan 2015 as a Community Development Facilitator. I'm a qualified and registered social worker with experience in lecturing university students and community work. My qualifications and experience helped me to easily adapt in this field and gave me a background of community work. These help me to understand the challenges our learners face in everyday life. It is important to understand this issues in order to give them the necessary support.

Achievements

I've attended Assessor training, got a certificate and have registered with the ETDPA SETA as an assessor in community development. I've also attended Facilitator training and submitted my PoE. I've attended an in-house Report writing workshop which helped in writing monthly, quarterly and training reports of the organisation.

What have I learnt?

Since I joined the CSD in January 2015, I have learnt a lot in a training institution. I wasn't aware of the SETA' requirements from the institutions and the assessors and moderators.

Highlights

1. When CSD held assignment writing workshop for ECD, I was responsible for the topic on "Special needs". I was frankly new in the organisation and was still building my confidence but so excited to take on that role. I realised that most practitioners

thought that special needs meant disability (physical) and I explained and gave examples so that they would be able to write about situations in their daily activities. The expressions in their eyes after this was amazing, and I knew that they'll start giving those children the necessary attention they deserve.

2. When I was training my 1st session of our DSD project, most of the learners were so negative about studying saying that they won't get jobs because of corruption and nepotism. We talked about this issue and by the end of the week I could see that negativity was fading away.

Conclusion

I will be training a new group of community development practitioners from Sarah Baartman District. I'm so excited to start a group on my own and hope to see them developing. I'll be empowering them with the necessary skills needed in community development.

Joanna Muroa
CD Facilitator



I am Ruth Nombewu an Early Childhood Development (ECD) manager. Before I joined CSD I was working at Raglan Road Multipurpose Centre, it was Raglan Road Child Care Centre then. I was working as a trainee teacher under the supervision of the school supervisor Mrs Marawu my mentor and Vuyiswa Yili. I had no teaching experience what so ever, as a result I taught my learners rhymes and recitations from when I was in sub A. I was dedicated, committed and eager to learn, I was always with the learners. The Centre for Social Development Training Coordinator Anne Irwin used to visit the local pre-schools every Thursdays dropping theme packs. I didn't realise that Anne was observing me while she visited the school because I was always outside doing something with children. I only worked at Raglan Road Child Care Centre as a trainee teacher for three months then I was invited to

work at CSD as a fieldworker for homecare groups. I had no training experience but the provision was made for me. While I was working as a fieldworker I was also undergoing ECD training. I graduated at the same time with practitioners I trained.

I was scared because I never worked with adults but I took the challenge. From 1992 -1997 my job responsibility was to coordinate, offer training programmes and support the care givers. Now a big part of my job involves assisting and mentoring the facilitators in the field and guiding them towards best practice. It is a great pleasure to see a paradigm shift in me coming from nowhere to somewhere.

The time had now come to wrap up cohorts. We had engaged ourselves with different projects namely Jim Joel mentorship programme, Toy library, Parent Programme and Resource Programme.

Jim Joel Mentorship Programme: CSD trains a group of experienced ECD practitioners equipping them with new ideas, knowledge and sharpening their skills as well.

Toy Library: The toy library runs three mornings a week. It is not meant for young children only, parents are capacitated with knowledge to enable them help their children at home through workshops.

Parent Programme: At CSD we are not focusing on a young child only but we look at the holistic development of a child. Parents are trained to manage their homes and be able to effectively help their children with school work. They are also encouraged to get used to the school environment and support the practitioners willingly.

Resource Programme: This programme is integrated in all CSD's trainings, teaching students how to use



Nandipha Soga working with her learners.



Boniswa Mbali in action. Note the print rich environment.



Leandre Olivier one of our star teachers.

EARLY CHILDHOOD DEVELOPMENT CO-ORDINATOR'S REPORT

recyclable materials. It mostly feeds into the Jim Joel mentorship programme. The practical component offered by this programme is invaluable to practitioners. Whenever they come to the mentorship programme they come out with something tangible that can be used in the classroom. The Resource programme has reinforced the importance of doing more practical work during training sessions. This is also helping to improve the setting up of print rich environment in learning sites.

The above photos are of students who took their studies seriously and benefitted from CSD training because they are now permanently employed with two in Grade R and one in Grade 1. The placing of a student in a Grade 1 class is highly problematic for the CSD as we frequently find that we lose our ECD practitioners to better pay and perks that are attached to moving out of the preschool environment. We are however that these students are permanently employed as a result of the good quality work they produce while doing practice teaching where they were placed. There are many more of our students who have been able to secure posts as assistant educators which means that eventually they could be employed permanently.

We are a training organisation therefore we do have some challenges with our students. Our challenges are as a result of our students coming from impoverished backgrounds and receiving inadequate schooling. This is evident in their academic literacy; inability to stick with a course; poor attendance and non-completion of assignments. The CSD is committed to finding ways of overcoming the latter challenges and does this in a number of strategies. These include working with students on an individual basis; giving extra time in lunch breaks and after hours; running workshops on specific assignments and assessing in mother-tongue. We build a network of communication through which we send messages of encouragement e.g. through Whatsapp or smsing.⁵

The CSD is an exciting place to work as we are constantly transforming and working to give our ECD practitioners the best possible training. I anticipate that 2016 will be a year of more transformation with innovative ways of supporting our teachers in the ECD sector.

Ruth Nombewu

ECD Co-ordinator and Facilitator

FACILITATOR'S



Primrose Jali



I am Primrose Jali working as an FETC: ECD Level 4 facilitator. I started this job on the 24 February 2014. I have been working in ECD for a period of 14 years as an ECD Practitioner and Supervisor. I was involved in different activities in the learning centre like creating active learning, monitoring the staff, fund-raising and accounting for the use of funds and administration. Working in the ECD sector is my passion as I developed a deep curiosity while I was busy doing ECD training at the Centre for Social Development. Before I started work here I have done FETC: ECD Level 1; 4; 5 & Bachelor of Education in Foundation Phase under the Centre for Social Development. This year I have done an Assessor and Facilitator course as well as learning how to use a tablet for monitoring and evaluation.

TRAINING:

Working as a facilitator can be challenging because some of our students do not take their studies seriously, struggle with academic literacy and don't

always submit assignments. On joining the CSD I took over a number of cohorts and was tasked with motivating the students to improve their attitude towards their studies. I developed new systems of record keeping and accountability which meant that the students who were serious about their studies, stayed the course and those that weren't, dropped out. With the support of the Quality Assurer at CSD, I was able to tighten up the implementation of the programme and yield better results. When I do site visits it is an opportunity to see how the students have implemented what has been learnt in their contact sessions. I was particularly pleased with how they were using recyclable materials to develop fantasy play corners, do art activities and create a stimulating learning environment. In addition many of the schools make use of a vegetable garden which allows them to feed their learners and can provide an income for the school.

I look forward to continuing my journey at CSD and assisting the ECD practitioners in the Eastern Cape, with improving their teaching for the benefit of their learners.

Primrose Jali

REPORTS



Teacher introducing a new theme. Note how beautifully dressed the learners are.



I am Nomathemba Ralo working as a National Diploma in Early Childhood Development (ND ECD) facilitator. I started this job on the 24th of March 2014. Prior to this job I worked as an ECD practitioner for 9 years. I am very passionate about early childhood development as this is a crucial stage of children's lives. My curiosity in ECD started when I was doing my level 1 training in ECD here at the Centre for Social Development (CSD). My interest grew and I carried on doing level 4, 5 and Bachelor of Education in Phase (Bed) under CSD. This year I am finishing my BEd Honours degree which I have started last year. I have also done a facilitation course and training and evaluation through the use of tablets.

As an ECD facilitator I am going to talk about the highlights of my work this year. One of the groups that has shown the most progress in terms of implementing what was taught is the Fort Beaufort/ Grahamstown ECD Level 5 group. The programme is funded by the Department of Education Eastern Cape. I became involved in this programme in February this year taking over from the previous facilitator. The number of students involved in the programme is 31 and they are in Grade R classrooms attached to primary schools. These students come from various areas eg from the deep rural Amatole district to the urban Cacadu areas of the Eastern Cape.

The students were very serious about their studies and this became evident during the site observation visit. Classroom practice showed that the planning was

CAPS aligned with activities that were developmentally appropriate with a progression in the activities. In one of the schools the teacher had 54 learners in the class but they joyfully followed the daily programme. This showed that the students are implementing what they are learning from the course.

Special Need workshops

I had an opportunity to become involved in the special needs project. The goal of the project is to provide support to teachers and parents both in pre-schools and primary schools. In this project we are collaborating with different professionals and organizations namely: SMART Therapy, Access Music, and Association for Persons with Physical Disabilities. These are some of the experts that come and facilitate



A colourful, print rich classroom.



Parents and teachers listening to the speaker from APD.

Presenting the purpose of the Toy Library Project at Joza Youth Hub.



the workshops with us. These workshop have been well received by both parents and teachers. Through the feedback that we have got, there is a tremendous need for this type of support.

Furthering my study goals

I am presently finishing up my B.Ed honours and will graduate in April 2016. Whilst I have found it challenging to combine my work at CSD with my

studies, I have gained enormous insight and been able to feed that into my work as a facilitator. I understand how my own students feel and am able to empathize. I realise that I am a role model to the students that I teach because I have worked my way up from a fruit and veg packer at Checkers to an aspiring academic.

Nomathemba Ralo

STAFF TRAINING

Our staff have been very fortunate to receive funding and support from both the Solon Foundation and more recently from the Davis Foundation, which has enabled them to receive training in a number of areas. It is a goal of CSD to constantly upskill and support our staff to ensure that they deliver the best possible service. Many of our staff are pursuing additional qualifications over and above the full-time work they are engaged in. As a result we have a staff member who is pursuing her B.Ed honours in Foundation Phase Education, one doing her Ph D and two starting their B.Ed honours. In addition two of our admin staff completed their NQF Level 5 in Office admin, passing their courses with flying colours.

All of our facilitators were able this year to receive training in facilitation skills, Assessor training as well as training in Resource development specific to use of recyclable materials. This is particularly important as they need to be able to advise our teachers in how to make useful teaching aids and engage in

exciting art activities with their learners. Having the use of 'Eyethu' means that we are immediately able to put what has been learnt into practice. The Davis foundation has recently given us funding to allow our staff to receive training in Mentorship skills which will be essential to their delivery of our short course in the aforementioned subject.

We are particularly proud of our staff in their continual setting of personal goals that form part of the process of transformation. In our transformation workshops they identified that improving their qualifications was an essential part of transformation. The CSD and our Board support this and endeavor to provide time and skills to ensure that all our staff are able to continue to grow on an annual basis.



Staff discussing a topic during a workshop.

PART-TIME B.ED CO-ORDINATOR'S REPORT



BEd (Part-time) Foundation Phase Programme

Introduction

I am the Co-ordinator of the Bachelor of Education (Part-time) Foundation Phase Degree at the Centre for Social Development, Rhodes University. I have held this position since February 2012. My work career has been varied. I started out as an Intermediate Phase teacher but then moved into pre-primary education once I had completed my Higher Education Diploma in Pre-primary. I have worked as a Grade R teacher both nationally and internationally and I have worked in teacher education both in the informal and formal sectors.

I am passionate about my job. The reason being that the majority of our students are mature women, and on occasion, men, who are working in pre-schools or public schools in the communities where they live and studying part-time is the only opportunity they have of furthering their studies. The Bachelor of Education (Part-time) Foundation Phase Degree provides a way for Early Childhood Development practitioners who have an accredited NQF Level 5 qualification and are currently teaching, the opportunity to obtain a NQF Level 7 degree at a tertiary institution. Interestingly, Rhodes University is the only university in South Africa that offers this unique career path for adult learners who would otherwise not have the opportunity to study further. Hence, it is important to me to run the course well because I believe we are making a difference to Foundation Phase education in the Eastern Cape Province and Northern Cape as well as nationally, albeit on a small scale.

My personal area of interest in Foundation Phase education is language and literacy development in Grade R or emergent literacy as it is called in early literacy acquisition research. My MEd research was entitled 'A case study: Tracing the development of emergent literacy in a Grade R class'. In 2016 CSD in collaboration with Word Works, will be offering a training programme called Strengthening Teaching in Early Language and Literacy in Grade R (STELLAR) for Grade R teachers in Grahamstown and surrounds. I am currently registered for my PhD where I will be

measuring the impact of the STELLAR programme in the classes of the Grade R teachers who attend the course. I will be researching how effective the STELLAR programme is in improving young children's language and literacy skills in Grade R. I am in the very fortunate position of being able to link my research with my job.

Enrolment

Currently we are running two cohorts, namely, the Northern Cape BEd FP and the Eastern Cape BEd FP. In April 2015, thirty-five students (35) from the Northern Cape registered for the 1st Year of the course (BDNFN 1). Thirty-four (34) students are funded by the Sishen Iron Ore Company Community Development Trust and one (1) student is funded privately. The students teach in the Tsantsabane (Postmasburg), Gamagara, Mothibstad and deep rural municipal areas of the Northern Cape. Similarly, forty-nine students (49) from the Eastern Cape registered for the 2nd Year of the course (BDNFN 2). Forty-four (44) students are funded by the Provincial Department of Education and five (5) students are funded privately.

Successes

2015 has been an interesting and successful year for the BEd (part-time) Foundation Phase programme. In February 2015, a team of Rhodes University staff including myself undertook a recruitment drive in the Northern Cape. The purpose of the trip for me specifically, was to inform prospective students about the entrance requirements and the expectations for the BEd (P/T) FP course, collect completed application forms and conduct placement tests. I was expecting about sixty applicants at the most and was completely overwhelmed when approximately ninety prospective students turned up. To me, this indicated firstly, the

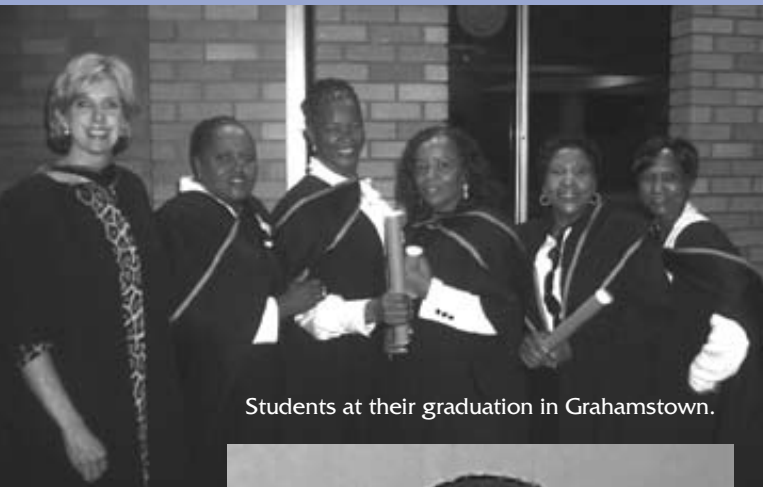


Recruitment process with lots of interest being shown by students keen to join the programme.



dire need for Foundation Phase teachers to upgrade their qualifications in remote areas and, secondly, how inaccessible quality tertiary education is to them.

Thursday, 9th April 2015 was a very proud day for the 2012-2014 Northern Cape cohort. Thirty-seven students graduated with a Bachelor of Education (Part-time) Foundation Phase Degree at The Monument,



Students at their graduation in Grahamstown.



Ms Stella Mutlane, a student with distinction.



Grahamstown. In addition, Ms Stella Mutlane was awarded a distinction. It is gratifying to report that Ms Mutlane will be registering for her BEd Honours Degree at Rhodes University next year. This is a shining example of the unique career path offered by Rhodes University.

On the morning prior to the graduation ceremony, the newly recruited Northern Cape students had the opportunity to meet the graduates. The excitement and sense of pride of the first year students meeting their colleagues who had completed the course was tangible. Three of the graduates shared their

experiences and gave tips on how to succeed on the course. As the BEd (Part-time) FP Co-ordinator, I felt very proud to have been part of such a special moment.

Holding the BEd (P/T) FP course in Grahamstown has the added advantage of broadening the students' life world. On 3rd July 2015, the students enjoyed the opportunity afforded them to attend a play called "Making Mandela" at the National Arts Festival. For many, this was the first time they had ever seen a play.

Despite ample support from the lecturers and the Academic Development Department, plagiarism is a serious concern. Many students lack the confidence to write their assignments in their own words. It was very encouraging when Mrs Zibi, the Acting Director of Early Childhood Development from the Provincial Department of Education took the time to travel to Grahamstown to address the student's about plagiarism. In addition, she encouraged the students to remain committed to their studies and assured them of a salary increase once they had graduated.

In March, 2015 the Vice-Chancellor of Rhodes University, Dr Sizwe Mabizela acknowledged that although Rhodes University has made significant progress in transformation, we must intensify our efforts to advance the transformation process. In line with the RU transformation process, the BEd (P/T) FP students from both cohorts, completed a questionnaire on transformation on 7th October 2015. The data from the questionnaires will be analysed and the findings will be made available in January 2016.

Improvements to the course

As the Co-ordinator, I am always mindful of improving the running of the BEd (P/T) FP course. For the sake of convenience, I shall highlight a couple of the improvement made in 2015. Monitoring and evaluation (M&E) is an important component of my job. In January 2015, the CSD Director introduced the use of android tablets for M&E. This has proven a vital tool in keeping track of and supporting our field worker in the Northern Cape. It has additionally provided useful data that will be used for future academic papers.

This year we have made a concentrated effort to include a more practical element into the contact sessions. The reason for this is two-fold. Firstly, many FP teachers work in under-resourced schools and they need to have the skills to make their own equipment. Secondly, since many teachers do not have the financial resources to buy expensive equipment, they need to know how to improvise and make equipment from recyclable waste.



Challenges

The biggest challenge facing students who attend the BEd (P/T) FP course is adjusting to the academic rigour of tertiary education, the university expectations and the code of conduct. The BEd (P/T) FP lecturers take pride in the amount of time they spend on developing academic literacy, scaffolding assignments, offering evening classes for students who need additional support and giving one-on-one guidance to individual students who are struggling.

Conclusion

The success of the BEd (P/T) course is due to the positive input and support of the of funders namely, SIOC-Cdt and the Provincial Department of Education, the Dean of Education, Dr D. Wilmot, the HOD of the RU Education Department, Dr B. Brown and the Director of CSD, Dr G. Harrison. In addition, Ms Ines Harrison, the BEd Administrative Assistant, spends vast amounts of time checking the logistics for contact sessions e.g. the bookings for accommodation, meals and lecture rooms. In addition, she generously provides me with the backup and administrative support I need at all times.

Jenny Hodgskiss

B.Ed Co-ordinator



QUALITY ASSURER'S REPORT



*Colleen
Larkin*

As the CSD **Curriculum and Quality Assurer** and a member of the CSD SMT (Senior Management Team), I have been responsible for organising the moderation and verification of our courses in order that our students can graduate. Before the final graduation takes place our programmes go through a variety of steps that are set to maintain quality. I have been in the fortunate position of being involved in Quality Assurance for many years and as an expert in this field, I was asked to serve on the QCTO committee that are involved in the development of changes to the ECD qualifications. This has placed me in the privileged position of being able to draw from my experience at both CSD and Khululeka in order to make a contribution to shaping the way forward in ECD.

Staff Development for Quality Assurance

In terms of Quality Assurance, a number of CSD staff members have received training over the last year, which includes:

Type of Training or Qualification	No. of staff	Staff Trained
Assessor Unit Standard	6	Facilitators
Facilitator Unit Standard	7	Facilitators x 6 and Admin Assistant x 1
Briefing Workshops	7	Facilitators - during 6 workshops (3 or 4 days each)
Briefing Meetings	2	Facilitators - during ± 6 meetings (2-4 hours each)
QA Meetings	± 7	Facilitators and Admin Staff
Moderation meetings	4-10	Facilitators, Assessors, Moderators and Admin Staff (1-5 hours)
Community Development curriculum	2-5	Coordinators, Facilitators and Admin Staff (1-5 hours)
Resource Making Workshop at Khululeka	4	Coordinators, Facilitators and the Resources Manager



Moderation and Verification of Learning Programmes.

Three CSD Learning Programmes have been completed this year, equipping a total of 178 Grade R Practitioners, 20 ECD Practitioners and 11 Community Development Practitioners.

The CSD staff and a team of part-time staff members have worked extremely hard during this year, to complete all assessment and record keeping for 17 groups of Learners who have completed learning programmes.

The Cradock Learnership, had a Mid-way Moderation in August 2015 and the ETDP SETA conducted the Verification in September. The final Moderation and Verification for this group will be conducted before the end of the year, resulting in this group of learners gaining their National Diploma in Early Development (ND ECD)

The rest of the groups will be Moderated in November and December 2015 and then Verified in early 2016. This includes three Learning Programmes which have just been completed after two years of studies. With new and improved systems introduced for programme delivery and assessment over the last two years, there has been a notably small dropout rate from these groups.

The table below illustrates the different qualifications which will be achieved, the number of Learners and shows the spread of the CSD's work across the Eastern Cape Province.



AREA/GROUP	QUALIFICATION	Nos.	IMPACT
Cradock	ND ECD (NQF Level 5) ID 64650/23118	33	ECD Practitioners
Grahamstown	ND ECD (NQF Level 5) ID 64650/23118	14	ECD Practitioners
Debenek	FETC: ECD (NQF Level 4) ID 58761	12	ECD Practitioners
Grahamstown	FETC: ECD (NQF Level 4) ID 58761	16	ECD Practitioners
Bisho	FETC: ECD (NQF Level 4) ID 58761	8	ECD Practitioners
King William's Town	FETC: ECD (NQF Level 4) ID 58761	24	ECD Practitioners
Hamburg	FETC: ECD (NQF Level 4) ID 58761	8	ECD Practitioners
Grahamstown	FETC: ECD (NQF Level 4) ID 58761	10	ECD Practitioners
Keiskammahoek	FETC: ECD (NQF Level 4) ID 58761	20	ECD Practitioners
Keiskammahoek	FETC: CD (NQF Level 4) ID 67509	11	Community Development Practitioners
Cradock	ND ECD (NQF Level 5) ID 64650/23118	26	Grade R Practitioners
East London	ND ECD (NQF Level 5) ID 64650/23118	29	Grade R Practitioners
Fort Beaufort/Ght	ND ECD (NQF Level 5) ID 64650/23118	30	Grade R Practitioners
Graff Reinet	ND ECD (NQF Level 5) ID 64650/23118	15	Grade R Practitioners
King William's Town	ND ECD (NQF Level 5) ID 64650/23118	35	Grade R Practitioners
Port Elizabeth	ND ECD (NQF Level 5) ID 64650/23118	19	Grade R Practitioners
Uitenhage	ND ECD (NQF Level 5) ID 64650/23118	27	Grade R Practitioners
Total learners		322	

The processes used for the first Moderation and feedback from the Verifier confirmed for me that CSD should implement the **‘Integrated Assessment and Moderation of a ‘Whole Qualification’**, model for all the Moderations planned for November and December.

This involves moderating the Learners’ results which were gathered through the formative and summative assessment of their assignments, on-site implementation, exams and their Portfolios of Evidence (PoE). The assessment of the PoE also includes assessment of the learners’ task sheets done during the Contact Sessions, their journal reflections and their implementation of the Critical Cross-Field Outcomes and Developmental Outcomes, both as CSD learners and as ECD or CD Practitioners in their classrooms.

With all CSD staff members working closely together on the Moderation processes, I have seen that many staff members have now realized just how important it is for every role player in the delivery and assessment processes, to adhere to the Learning Programme delivery systems, materials and documentation, timeframes and policies. I think the greatest learning curve for Facilitators and Assessors, has been to see the value of teaching learners about the development of the Learners’ Portfolios of Evidence, how these should be carefully maintained and how these should be assessed.

Curriculum

My responsibilities for curriculum have included coordinating the use of curricula, materials and assessment instruments for the Level 4 and 5

ECD Learning Programmes, as well as developing and upgrading curriculum for CSD’s Community Development Programmes.

I have recently attended various Curriculum Transformation seminars hosted by Rhodes University and also facilitated by the CSD. This together with the general impetus within the university and South Africa, for transformation, has highlighted the need at CSD, to analyse the learning programmes, delivery modes and assessment strategies currently used, in order to ensure that they best meet the needs of the communities whom we serve and support.

QCTO Working Group

I was invited by the ETDP SETA and QCTO to be part of a Working Group of ECD experts, to develop the new QCTO qualification for FETC: ECD (Level 4). The qualification development has now been completed, it has been through various ETDP SETA/QCTO processes and public comment and is now at SAQA awaiting their approval and registration.

I was also invited to be part of another Working Group of for the development of the new QCTO qualification, Adult Education Teacher (AET). This qualification at NQF Level 5, aims to equip adult learners to facilitate the learning of other adult learners. In other words, to equip a Facilitator to teach adult learners at levels 1-4. It is a generic qualification which can be used in any field of learning, together with the content specific to that field.

Working with the QCTO has been a valuable experience for me, as well as a great benefit for

CSD, because I am learning about and experiencing the format of the new vocational qualifications, first hand. These qualifications will be registered over the next year, after which materials need to be developed and these qualifications will replace the ETDP SETA's 'legacy' qualifications which expire in 2019. The assessment model proposed by the QCTO, has been fairly contentious with Working Group members as it is has very challenging logistical and financial implications for Providers, especially NGOs/NPOs.

Having worked through these QCTO development processes and the issues raised, puts me in a good position to advise the CSD and our provincial and national network partners on what changes and strategies need to be effected.

Senior Management Team

During this year, the SMT has expanded with the addition of the Community Development Coordinator and the Deputy Director and is now a team of six. We work well together complementing each other's strengths and providing advice, assistance and support to one another when required. This period has seen some staff shifts and rearrangements, with various staff members taking on completely different jobs, additional responsibilities, better accountability, employment of some part-time workers and the building of a new team.

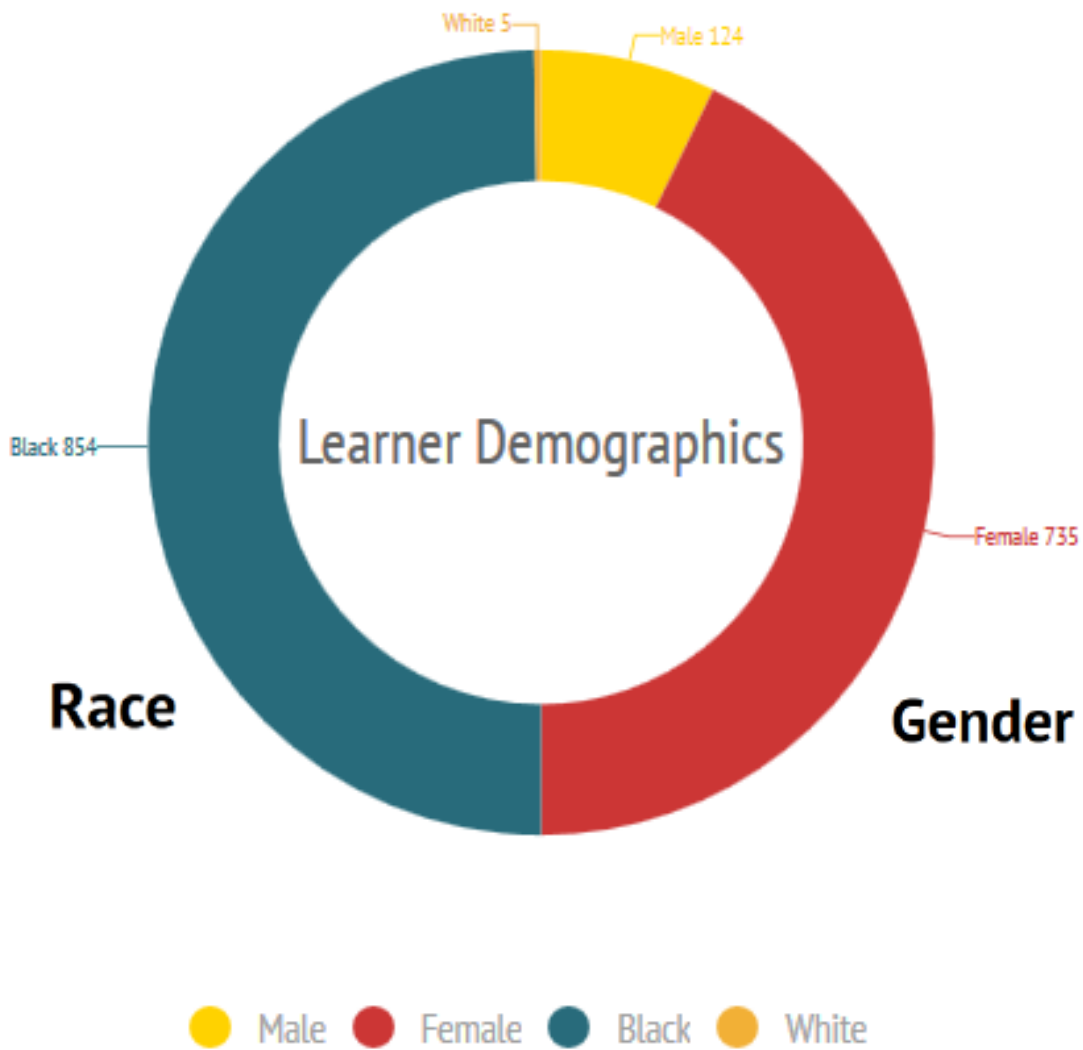
The entire CSD staff has shown great commitment this year, to working as a team to meet our challenges and to celebrate our successes.

Colleen Larkin
Quality Assurer

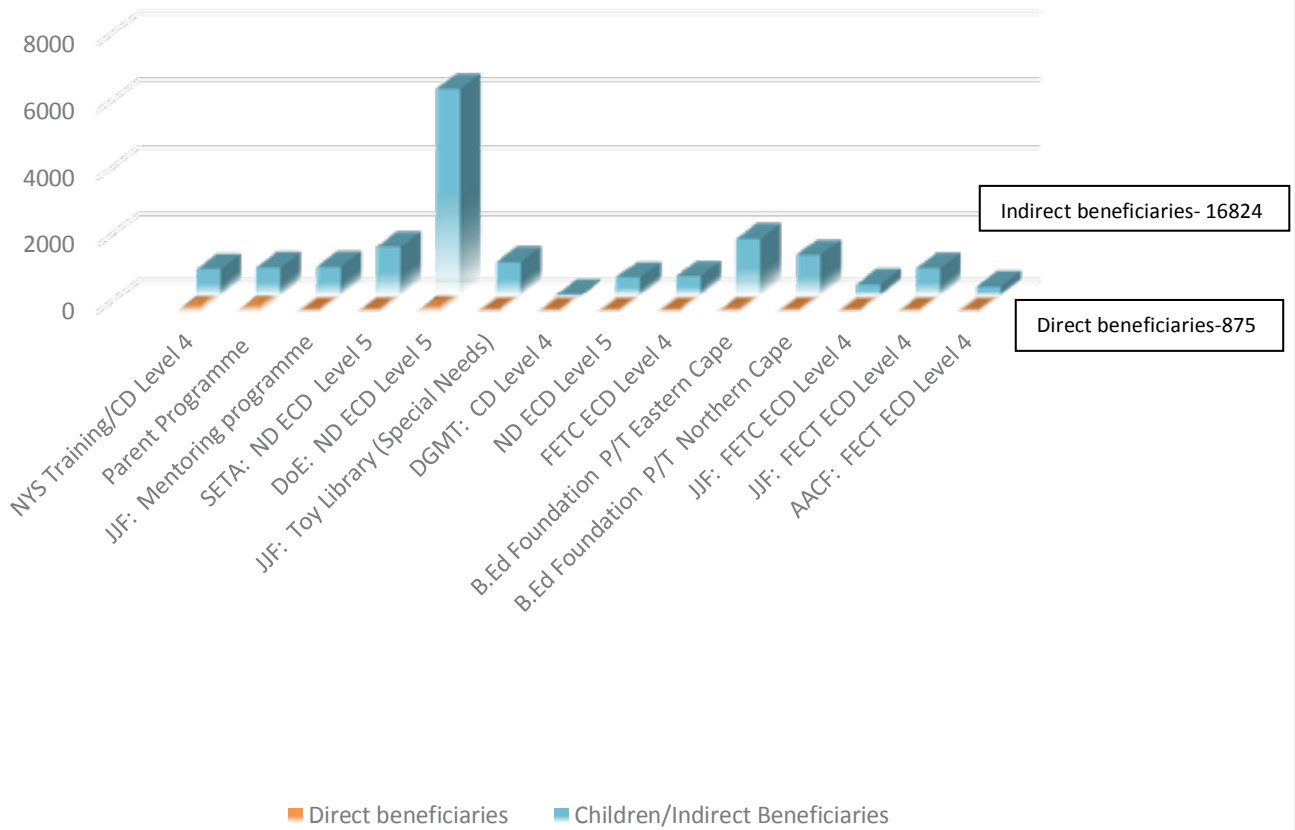
IMPACT AND REACH

The following infographics detail the impact and reach of work done by the Centre for social Development in 2015. Figures are based on the associated attendance registers for all learning programmes, informal community workshops and training conducted during the course of the year. This information is gathered at the end of the year using a simple survey and confirmed against the registers and training reports. In-direct participants such as parents are included to reflect the impact of our work. Final additions include learner and practitioner on-site assessments and any positive changes noted at either ECD centres or CD projects are included herein.

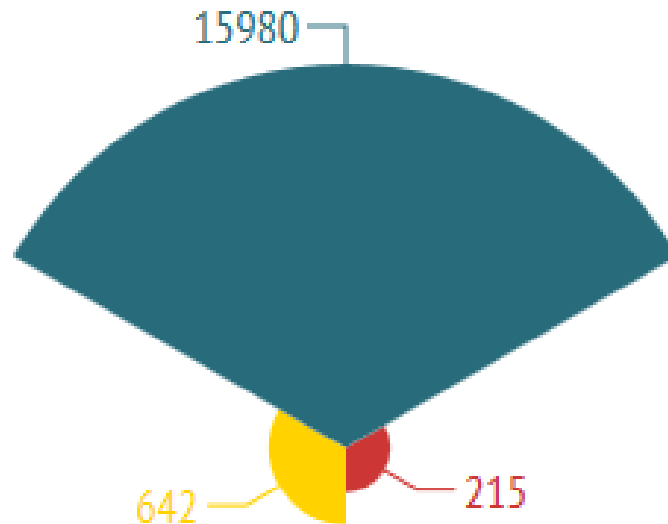
Learner Demographics



CSD BENEFICIARIES

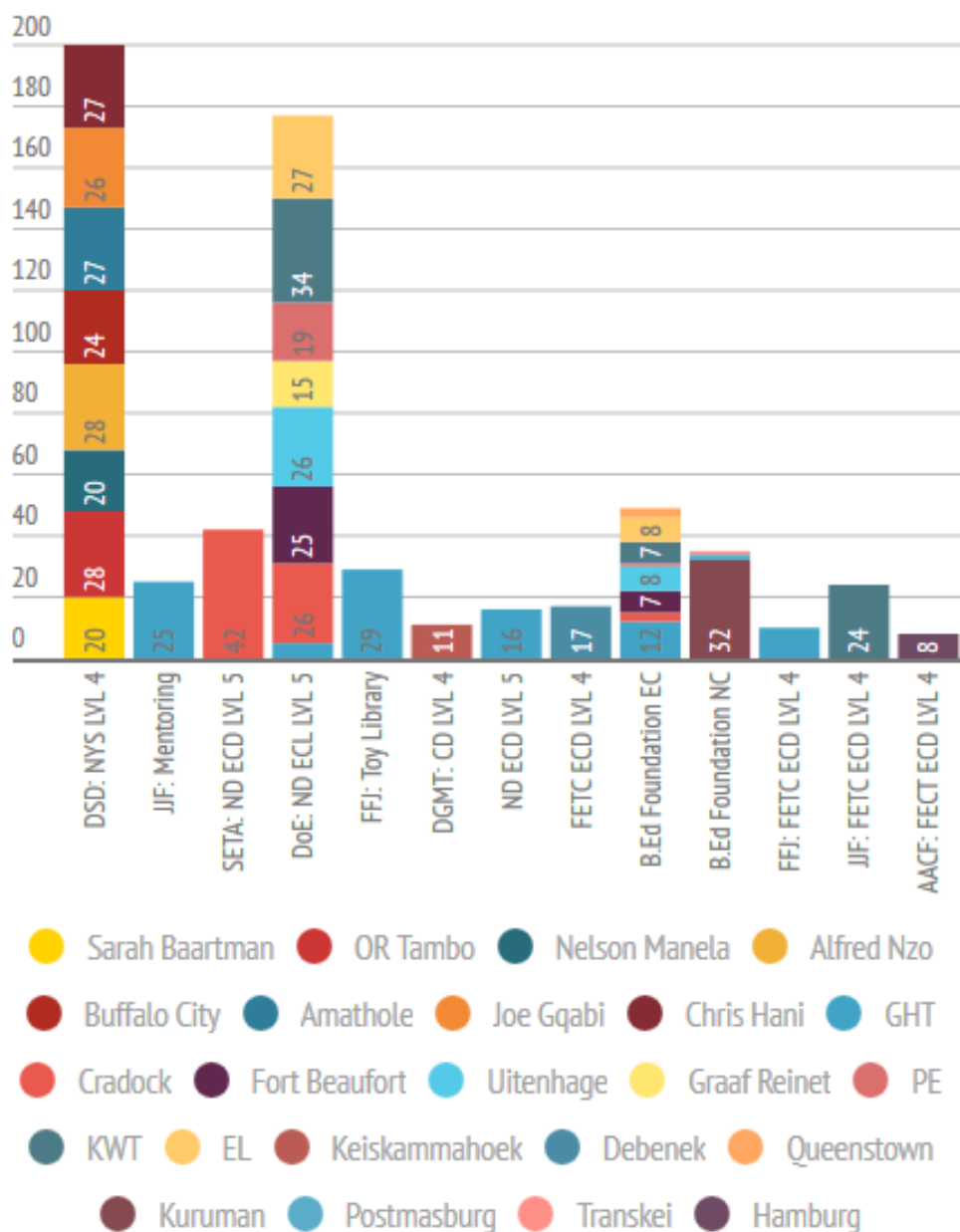


Total Beneficiaries

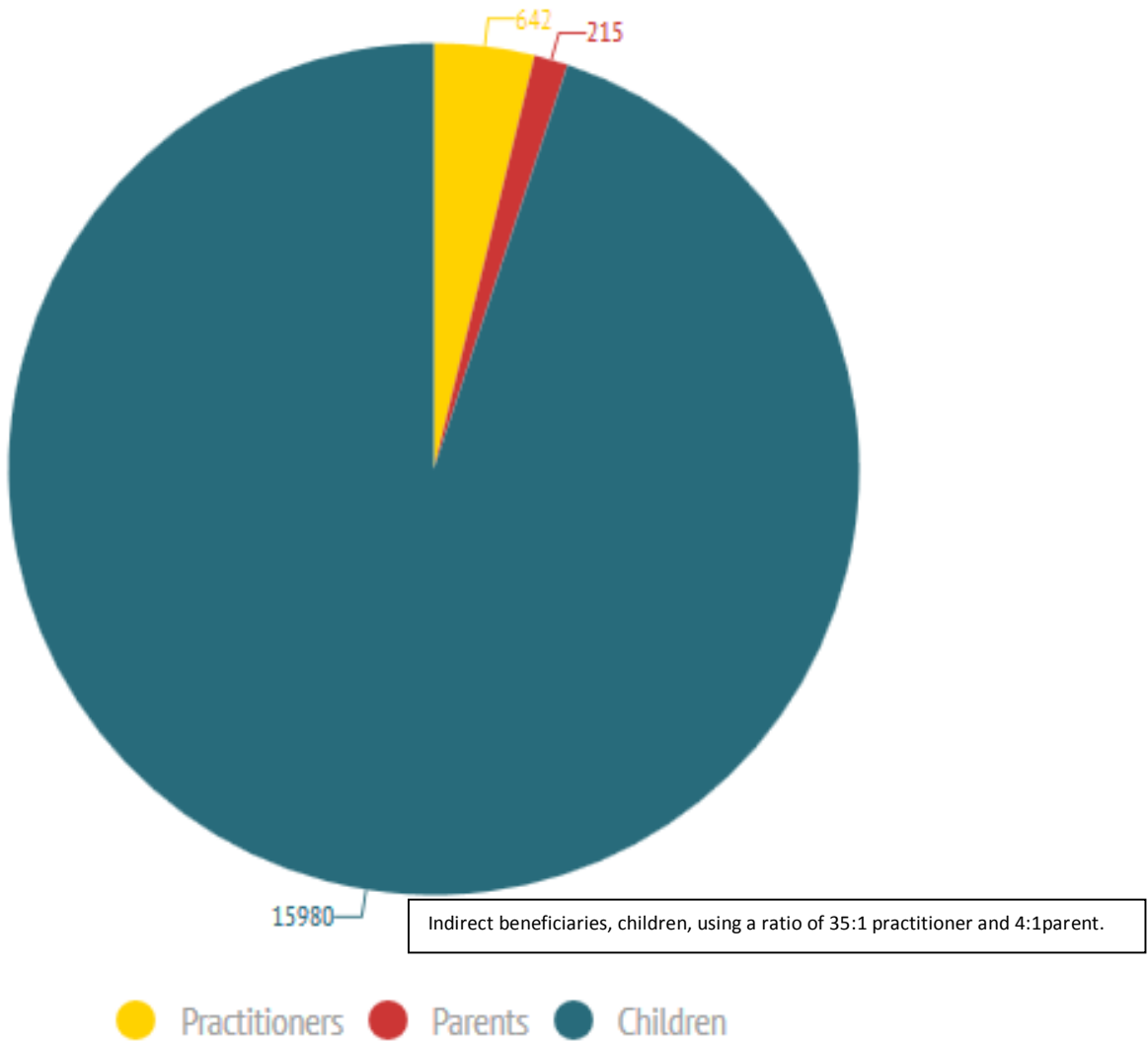


● Practitioners ● Parents ● Children

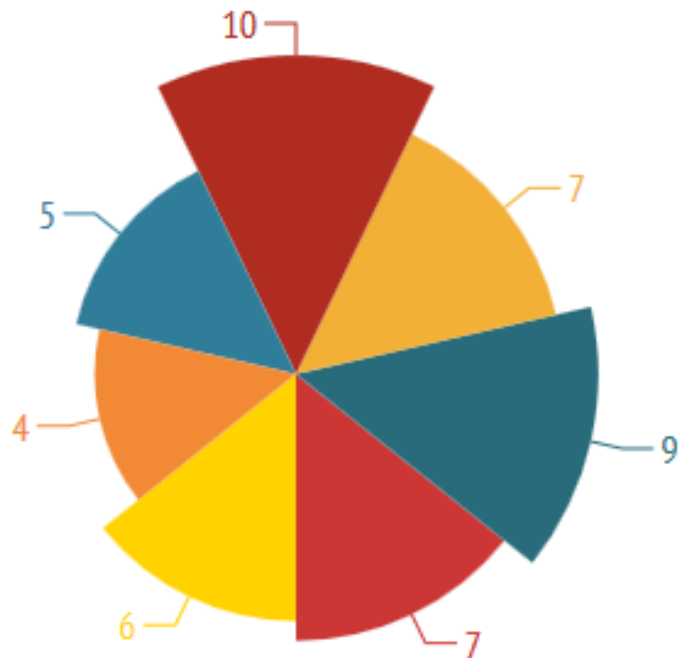
Geographic range of CSD intervention



Total Beneficiaries



Staff Development & Training 2015



- Assessor Unit Standard
- Facilitator Unit Standard
- Briefing Training
- QA Training
- Moderation Training
- Community Development Curriculum...
- Resource Making Training

SUPPORT STAFF REPORTS



Natalie Stokes

FINANCIAL MANAGER

My name is Natalie Stokes and I am the Financial Administrator at Centre for Social Development. I started my career at Rhodes University in 2009 in the Finance Division as a Senior Accounts Clerk. I felt that I gained sufficient experience in the Finance Division which will allow me to administer the finances of a department/institution effectively. I was successful in being offered a position at Centre for Social Development and joined the CSD team on the 1st July 2014 as the Financial Administrator.

As the Financial Administrator, I am responsible for setting up and monitoring of all projects accounts, monitoring the general and project-specific income

and expenditure, monthly reconciliation of financial costs on Protea system and liaising with Rhodes Research Finance with regard to payments, queries, budgets, financial reports. CSD's finances are very complex as multiple projects are run concurrently. All of the CSD's finances go through the University Financial systems which means that there is rigorous checking of any income and expenditure. As a potential funder it is important to know that the CSD financials are scrutinized at multiple levels and that it is an essential part of operations for all project coordinators to be au-fait with their budgets.

Under the mentorship of our Deputy Director, Mr Brett Malila, I facilitated a financial workshop for CSD Coordinators and Admin Staff to ensure that they could read their project budgets and be in a position to monitor their project budgets. At CSD, I was given the opportunity to present the financials to the Board and for government projects e.g. DSD which has developed my presentation skills.

Working with such complex financials has given me the opportunity to grow professionally as I had to adhere to strict deadlines, manage my time effectively and liaise with colleagues to ensure that expenditures are allocated correctly.

I am very grateful for all the opportunities given to me at CSD and look forward to another successful year at this institution.

Natalie Stokes
Financial Manager

Lois Marechal



QUALITY ASSURER SUPPORT STAFF

I started at the CSD in March 2014 to work on the DoE project and to help the Curriculum Developer and Quality Assurer with her job. I also help with the course verification work in the CSD and making sure that everything is up to date.

I enjoy the different facets of my job and that I have such a wide variety of things to do. I do all the administration for the Quality Assurer, the DoE project and the admin for the verification. I supervise Bongiwe from Centralised cleaning. I do all maintenance and building issues. I am Fire Marshall and also handle all the transport. This includes booking vehicles, maintenance of vehicles and sorting out the cleaning of vehicles. I handle all catering requests for the CSD for meetings, workshops etc. Finally I do the administration for the leave process at CSD.

In this last year we have finished up and completed various courses which were running at the CSD. We have starting the Moderation and Verification process on all of them and have already had one successful Verification. I have enjoyed learning how this process

works, what needs to be done and how we can improve and better the courses we offer, going forward.

This year I have completed a Certificate Course in Office Administration of which I will receive my last marks in the next couple of weeks. I have done a Facilitation course through Team Consultants and will have that completed and sent off before the end of the year. I have done a Counselling course through FAMSA and found that very beneficial. I have worked on improving my report writing skills through the aid of a report writing workshop. I hope to go on and do some IT courses next year as well as a Supervisors course.

I really enjoy how the CSD works together to get a job done. How no matter what is happening or how much work there is to do everyone is always smiling and happy. The motivation we give each other and the positive vibe that radiates from here is very encouraging and makes for a good working environment.

Lois Marechal
PA to QA

SUPPORT STAFF REPORTS



B.ED **CO-ORDINATOR** **SUPPORT STAFF**

I am about to enter my second year of working as the Administrative support PA to the Co-ordinator of the part-time distance learning B.Ed programme that the CSD offers and that forms part of the unique career path that the CSD has developed.

This year has been one of growth for me on two fronts. Firstly I have completed my NQF Level 5 in office administration and secondly I have developed some new skills in my job. These have arisen out of being given new challenges as a result of my Line manager being in the Northern Cape to attend the graduation of our SIOC students over the time of a contact session. I welcomed the new challenges and was pleased to

have the opportunity to realise some of my potential. Apart from setting up contact sessions for two B.Ed cohorts, my job includes liaising with lecturers, getting printing done in order that our students have the necessary study materials, capturing marks, analyzing data, managing office resources and supporting my line manager in general office admin. As a person who has a passion for computers and technology I enjoy the task of keeping the CSD Facebook page up to date as well as assisting our staff in their use of tablets in order to capture data that forms part of our M&E processes. This has put me in a position to collaborate with my line manager, Deputy, and Director on the development of a paper analyzing the use of tablets in the NPO sector. This paper will be submitted for publication in early 2016. Another area of data analysis that I have been privy to has been the analysis of the student evaluations at the end of each contact session. This is invaluable data as it assists us in constantly upgrading our service to both our funders and our participants. Most recently as part of the CSD's commitment to Transformation I assisted in developing a questionnaire on the topic which was issued to our students at the last contact session. I am presently in the process of analyzing this data which will then be fed into the practicalities of addressing Transformation at Rhodes.

I am looking forward to another year of growth and of being part of the CSD family.

Ines Harrison
PA to B.Ed Co-ordinator



ADMIN SUPPORT STAFF FOR COMMUNITY DEVELOPMENT

My name is Zinziswa Dili. This has been an exciting year for me as I moved from being the Receptionist for the past 4 years to being the Administrator for the Community Development section of the CSD. This year was a time of great growth for the Community Development team as we were embarking on a new journey with a cohort of 200 National Youth Service learners as well as 33 of their supervisors from the Department of Social Development (Eastern Cape). These learners would be doing the Community Development NQF Level 4 programme with us.

Being Administrator for CD meant that I had to move out of reception and into one of the offices which on its own was a pleasant change. As much as I shed most of the old responsibilities, I gained a lot more as well. For this programme I am responsible for forms, printing, preparation of reports, data collection, communicating with all the students and all the requirements of the 8 facilitators. I am still responsible for the production of forms for most of the Learning Programmes and work closely with the ECD facilitators as well.

The Community Development team saw the successful implementation of the NYS programme firstly with a big ceremonial signing where the VC, Dr Mabizela opened by welcoming all the guests from DSD to the University. In his speech he quoted Oliver Tambo in saying “Any nation that does not look after its youth has no future and does not deserve one.” Dr Mabizela said that one should always remember that every young person in our country is someone’s daughter or someone’s son with hopes, dreams and aspirations. And when we simply call them “youths” they disappear into the broadness of the term. He said that Rhodes University is committed to making the institution accessible for poor, rural and working



communities and that he hopes that this partnership is the beginning of greater things to come for our province. The Honourable MEC, Mrs Sihlwayi said some inspiring words to both the CSD and the students about to embark on improving their futures working for the DSD. So many prestigious guests attended this ceremony. I felt so happy to be a part of it. Looking at the faces of the NYS students that were there, I knew I wanted to be a part of something big, working for change in my future as well. That day was the start of something very significant in the lives of many of the youths of the Eastern Cape.

Looking forward, my hopes for the future is to see this programme successfully completed and opening even more doors for both the CSD and our learners. I hope that the Community Development team grows and sees the birth of new. Personally, I also hope to become one of the social development soldiers who work towards such ideals. To not always be behind the scenes doing the admin. My future belongs to community development.

Zinzi Dili
PA to CD Co-ordinator

SUPPORT STAFF REPORTS

Nwabisa Gunguluza



**B.E CO-ORDINATOR
SUPPORT STAFF**

Toy Library Report

The Toy Library reopened its doors to the community of Joza in September 2015, after a few months of not being operational. This was made possible through funding received from the Jim Joel Foundation. The reopening has meant that CSD is able to resume offering workshops to support and advise parents on ways to stimulate children with special needs. In addition the funding has enabled CSD to employ a part time librarian who is based at the toy library three days a week so practitioners can loan toys for use in their centres and also bring learners to the library.

Since reopening, the priority of the toy library has been to encourage usage and spark interest with local ECD centers. Initially this work involved visiting surrounding ECD centres to advertise the library, get

to know the practitioners and better understand how they work. At times the librarian had to take toys to the different centres in efforts to ignite curiosity and awareness of what the library has to offer. However, the challenge of attendance still remained. A strategy that worked was to persuade practitioners to pre-book dates to visit the library. As a result, the library has been able to have regular attendance from surrounding ECD centers. During library visits the librarian and the practitioner work together in conducting structured play activities such as playing puzzles, reading a story or playing games that help with development of motor skills, problem solving and social skills. The pre booking system has proved very useful in managing overcrowding issues inside the library. This is because the library container is small and can only accommodate approximately 15 learners at a time. Although the library has a shaded wooden deck extension attached to the container, space is still limited. By arranging for different groups to come at scheduled times the librarian is able to optimize the small space whilst ensuring that learners get regular access to the toys.

The special needs programme workshops have had considerable success. These are facilitated by CSD staff who collaborate with different experts in the field of special needs to share information with participants. Since the first launch of the programme attendance has grown steadily among ECD practitioners and Grade R teachers. To ensure consistent attendance the facilitators created a special Whatsapp group dedicated to communicating specifically about upcoming workshops and to send reminders closer to the time. This strategy has been successful. At each workshop participants have engaged in lively discussions on the challenges they experience in

the classrooms, the difficulties of communicating to parents that their child has a learning disability and have excitedly expressed the value of knowledge gained. To date, CSD has collaborated with the Association for Persons with Physical Disabilities (APD) and a speech therapist from a local private clinic. These organizations were invited to engage with participants on various topics such as understanding special needs, identifying different types of special needs and also share with practitioners on ways to work with children with learning disabilities. CSD also conducted two creative workshops with Access Music Project (AMP), on using music as a tool for learning. AMP is a fellow tenant at the Joza Youth Hub where the toy library is situated.

Part of the special needs programme is to have home visits for families with children with special needs so we can extend the services of the library to these children too. As yet, no home visits have been conducted. Currently work is going into identifying cases through conversations with ECD practitioners during centre visits and in discussions at the workshops. This is being done with the aim of understanding specific challenges faced so CSD can have a clear sense of where support is needed and how best to offer assistance. The development of a home visit plan will continue into 2016.

Nwabisa Gunguluza
Toy Library librarian





Centre for Social Development



Toy Library

A place for learning and play



- The aim of the Toy Library is to provide access to a variety of toys to learners in local ECD centres.
- Central to this aim is providing resources that also accommodate learners with special needs.
- CSD envisions the toy library as a space that will enable ECD practitioners, parents and teachers to borrow educational materials such as puzzles, books, building blocks and more, to help facilitate further developmental learning in preschools and at home.
- A toy librarian is based at the library 3 days a week to help select appropriate toys and assist children play with the toys.



Open Monday - Wednesday • 9am - 12pm • Joza Youth Hub

SUPPORT STAFF REPORTS



Sarah Larkin

Eyethu Recycling Report

I am a fine Arts student at Rhodes University finishing up my final year in print making but I also have a passion for the sciences and have been studying biology as one of my electives. Having been raised in a home where my mother ran a Montessori school, I was exposed to the use of recyclable materials, from an early age.

2015 has been a year of make-overs and changes for Eyethu, the CSD's waste resources room. The storeroom itself has been transformed from a drab untidy storeroom into a colourful and creative space that is full (to the brim) of wonderful waste with the potential to be put to good use in the classroom. Teachers from as far as Hamburg, Bedford and Kieskamahoek have been lucky enough to receive waste on a regular basis, while Grahamstown schools and organisations such as Luzuko, Graham



College, Oatlands Primary School, Rainbow Pre-Primary, SDA Primary, Gadra and Shaw Hall have benefited hugely from the waste supplied to them more frequently. Although it is often difficult to measure the impact that we have on people in the community, Eyethu's influence is recognised when teachers come back to gather more waste time and time again.

Workshops held at the CSD and Education Department have utilised all sorts of waste in imaginative ways to make items such as musical instruments, masks, books, games, puppets and other useful classroom aids, with much of the waste being utilised as the





preferential and singular material of choice. It is always a challenge to get teachers excited about utilising more waste effectively, however there has been a marked level of enthusiasm showed by practitioners that have come into contact with Eyethu during 2015.

Prospects for 2016 include the completion of CSD's very own manual of waste resources, as well as a full database of teachers and schools within the immediate vicinity of Grahamstown. The database can be used to send out calls for waste collection when there is copious waste ready, and each school that utilises waste can hopefully be equipped with a manual to use in the making of their own waste resources.

Sarah Larkin
Eyethu Manager

M JOEL PRACTITIONER MENTORSHIP PROGRAMME

The Mentorship programme was specifically designed to support our local Grahamstown teachers both our recently qualified and those who have been teaching for many years. The CSD is aware that like in any other profession, teachers can get stale in the classroom or feel challenged by the circumstances under which they teach. This can result in poor practice and learners not receiving the education they deserve. With this in mind the CSD put together a programme of monthly workshops that would enable the teachers to be both informed and stimulated to

adopt a policy of 'best practice'. An initial audit was used to determine where the perceived gaps lay and this was then followed by a session in which the teachers were able to express specifics about what they needed. The CSD decided to adopt a very practical approach with the average two hour workshop being broken into a section of instruction and discussion and a session in which the teachers were able to make a specific resource linked to the topic of the workshop. The latter together with a take home resource pack would mean that teachers could

immediately implement what they had learnt. This strategy was supported by the use of our resource centre, Eyethu and the skills of the centre's manager, Sarah Larkin. Teachers were encouraged to come and get recyclable materials for art activities or teaching resources, linked to what they had been taught.

The response from the schools has been mixed, with those who have attended clearly gaining enormously from the programme and sharing their stories. The resource packs have been well received and the teachers have enjoyed making resources as part of an afternoon lecture. Some of the teachers have created their own 'working groups' in which they are sharing their skills, specific resources and development of new resources. This has been very encouraging to see. Sadly the attendance has not been optimum

and when the CSD did some investigation it would appear that our more seasoned teachers feel that they don't need to attend workshops because they already know everything. This is an attitude that the CSD is dedicated to changing because the reality is that what is evident in the average ECD classroom in our township, is far from ideal. We are hoping that as we continue to offer this type of support that the word will spread and more of our practitioners will participate. I would like to commend those teachers who have made good use of this valuable opportunity that was created by the Jim Joel foundation. It has led to some lively discussion about teaching, sharing of solutions to classroom challenges and brought joy into the lives of our ECD learners. We would like to thank the Jim Joel Foundation for supporting this project.



PARENT PROGRAMME



The CSD is into its second year of running the capacity building Parent programme which I facilitate and that is funded by the Anglo American Chairman's fund. The programme has however changed in its second year from being a full collaboration with four NPO's to one in which each NPO has taken the materials and is workshopping them according to their individual contexts. At present the 'open-source' training manuals are available on the CSD website in English but have in the latter half of 2015 been translated into Afrikaans. We are presently busy with translating them into isiXhosa. Group discussions consist mostly of talking, sharing ideas and experiences and looking for solutions.

We invited the parents of three schools to participate and to build their confidence in their parenting skills. The invitation was extended to the Community Worker Practitioners (CWPs) who are working at Luzuko. As they are also parents or guardians, the information was relevant to them too. Every session has had an impact on our participants.

SUCCESS

Some interesting reactions have come out of the workshop sessions with some parents sharing how much they appreciate being able to give their children a 'voice' because they did not have the right to speak when they were growing up. Many parents and Grandparents express difficulties in adopting positive discipline strategies. The section of the material that deals with Emotional Intelligence has been particularly helpful in this regard. Parents report that all of this has had a knock on effect with many of the children who have received positive discipline, passing this on to their siblings.

Arising from providing encouragement for parents to make their home environments attractive e.g. – cleaning their surroundings, planting flowers and some vegetables to have nutritious food for their families, has been that some parents have planted their own gardens using old basins and tyres even though they are staying in back yards. Slowly they are building a better community.

The impact of this programme has been so positive that I am frequently stopped in the street and parents discuss material we have covered in workshops or they simply share their concerns. Parents have adjusted how they look at their children, identify issues at a point when a solution can be found and are now concerned about what they expose their children to therefore monitor things like what they watch on television.

This programme remains a valuable part of the work that the CSD does and I would like to thank our funder AACF for making this type of work possible.


Noluthando Shelle

Parent Programme Facilitator



Parents discussing how to make a story book for children using recyclable materials.

CSD FUNDERS

The CSD would like to thank all our funders for their support with  which makes it possible for us to contribute to the ECD and CD sector in South Africa.



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