

CENTRE OF SOCIAL DEVELOPMENT

ANNUAL REPORT



2014

JANUARY 2014 - DECEMBER 2014







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• **CSD 2014 ANNUAL REPORT** •

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Vision & Mission Statement

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

The CSD facilitates the development of early childhood communities and imparts skills to Practitioners to strengthen community owned initiatives.

Our Practice is based on a caring professionalism that builds relationships which affirm and support the ability of people to arrive at their own solutions.



Introduction

The Centre for Social Development has existed for 32 years and specializes in training Early Childhood Development Practitioners (ECD) and Community Development Practitioners (CD). They have developed a unique model that allows for the integration of these two areas of practice in such a way as to complement and benefit one another. 2013 was a year of flux for the organization with a change of Director which resulted in a review process driven by an external panel of experts. The review process is customary in this type of situation and is a positive reflection on the organizations accountability. Out of the review process emerged a number of key recommendations which were approved by the Rhodes University Senate and Council. These included the following:



Visiting some of our pre-schoolers

- Dissolving the CSD Management Committee and reconstituting the governance structure as a CSD Board with stronger representation from the community development sector
- Reviewing the CSD Constitution
- Making the Education Faculty the academic home of the CSD.
- Exploring the possibility of a research programme and building research capacity at the CSD
- Actively pursuing the offering of a Grade R Diploma which articulates with the current ECD training and offers a pathway for access into a Bachelor's degree for Foundation Phase teaching
- Building ECD capacity in the Grahamstown area.
- Strengthening and expanding the Community Development focus of the CSD.

The aforementioned points have all been addressed by the new Director in a number of ways.

CSD Board

A new board was created and some valuable changes were effected. These include the appointment of a Treasurer from Rhodes University Research Finance department; two ECD practitioners from Grahamstown and a representative from the Department of Social Development. At all Board meetings the CSD's finances are presented by the financial manager which allows for comprehensive questioning whenever deemed necessary. Finally as part of



Joyza-hub workshop using Rhodes Psychology students

the CSD’s strategy to develop their staff, each staff member has been allocated a slot on a rotational basis, to present on their work to the Board. In this way the staff are gaining valuable experience in putting together a presentation and receiving a review whilst the Board is deepening their understanding of the work that the CSD is engaged in.

Relationship with Education Faculty

The CSD has built positive relations with the Education Faculty at Rhodes. This has been achieved by collaborative endeavours such as our B.Ed training programme, the development of the new Gr R Diploma, CSD staff providing ad hoc lecturing on the B.Ed programme, presentation at conferences and events and support of the Research methods week run annually by the faculty.

Research

The research component of the CSD is important because it provides valuable information about ECD practices in South Africa. As this is a relatively new area of CSD’s development, it is fairly minor. A number of staff members have presented at conferences during 2014; the Director has successfully completed a doctorate and is currently writing up papers from that research. Systems for gathering data in the field has been put in place. Margie Paton-Ash has conducted research and reported on the CSD’s SIOC B Ed programme which revealed the profound impact on teachers and learners when in-service teachers receive quality training. Another area of research that formed part of the CSD’s body of work in 2014 was the piloting of material written collaboratively by the Director of CSD and used to facilitate workshops with parents in the local Grahamstown districts. These documents are available on the CSD’s and collaborators websites as ‘open-source’ materials.



Visiting a student’s classroom

Impact and Reach

QUALIFICATION	CSD GROUPS	NUMBER OF ECD PRACTITIONERS/ TEACHERS AND PARENTS ENROLLED IN 2014	NUMBER OF CHILDREN REACHED (Using average ratio 1:40)	NUMBER OF PARENTS REACHED	NUMBER OF MENTORS SUPPORTING THE PRACTITIONERS/ TEACHERS
B. Ed Foundation Phase	SIOC Northern Cape (2012 – 2014)	37 (Including the 3 from Gauteng & 2 from the Eastern cape who pay their own fees)	1480	2960	-
	SIOC Northern Cape (2015 – 2017)	36	1440	2880	-
	DoE (2014 – 2016)	60 (53 + the 7 who pay their own fees)	2400	4800	-
ND ECD	Cradock Learnership	70	2800	5600	-
	DoE Programme	191 (184 + 3 from Graaff Reinet & 4 from the East London who pay their own fees)	7640	15280	155
	King William's Town/Bisho	38 (DPW 8 + KWT 30)	1520	3040	-
	Hamburg	23	920	1840	-
	Keiskammahoek	21	840	1680	-
FETC: Community Development	Hamburg	15	#	#	-
	Keiskammahoek	13	#	#	-
Parent Programme	Grahamstown	175 (4 NPOs)	525 (3 Children per parent)	-	-
Toy Library	Grahamstown	16	400 (Ratio 1:25)	800	-
TOTAL:		695	19965	38880	155

Chairperson's Report



The Centre for Social Development, with its focus on early childhood education and capacity building through its ECD practitioner training programmes, plays an important part in social development in the Eastern Cape Province where our University is located. The Eastern Cape is the second largest province with 6.7 million people (12.8% of South Africa’s population), with 86% of which are Black South Africans living in rural areas (Department of Economic Development, Environmental Affairs and Tourism (DEDEAT), 2013). It is the poorest province in RSA (using the Fuzzy Index of Poverty that does not only use a monetary poverty line). Twelve indicators, inter alia, employment, municipal services (including, for example, refuse removal, access to a toilet, access to water), type of dwelling, education, income, etc., are used to give a more holistic measure of poverty. Makana Municipality, the local government structure under which Rhodes University falls, has a population of 80 390, 78% of which are Black Africans. Unemployment is 32.5%, the dependency rate is 44. 1% and 44. 5% of households have female heads (statssa.gov.za). One may therefore expect high levels of poverty, risk and vulnerability.

It is within this context that the CSD continues to respond to many complex social and educational challenges. The various reports contained in this Annual Report are testimony to this. The CSD has continued with its early childhood practitioner training programmes and has kept the pathways that allow successful students to access a degree programme and qualify as Foundation Phase teachers, open. It has also responded proactively to the Department of Higher Education’s request that Rhodes University offers a Grade R Teaching Diploma. This has involved working collaboratively with the Rhodes Education Department to develop a curriculum and the submission of a proposal to the University to start this programme in 2016. It provides evidence of an organisation that is dynamic and responsive to the national imperative for qualified Grade R teachers.

The CSD has enjoyed a busy and productive year under the able and energetic leadership of the new Director, Dr Giulietta Harrison who moved to Grahamstown from Cape Town with her husband at the end of 2013. Dr Harrison is an experienced educator with 26 years in Early Childhood Development. She was head of the Foundation Phase at Wynberg Girls’ School and Wynberg Boys’ School and was also part of the school’s management team. She has taught in resourced and under-resourced schools and has experience in developing materials and training educators. She recently completed her PhD at the University of Cape Town. In a short space of a few months, Giulietta has put systems in place to address backlogs at the CSD and has attended to staff professional development through an open and facilitatory style of leadership. Under her leadership and with a new CSD Board providing good governance which includes stronger financial stewardship oversight through the appointment of a Treasurer on the Board, I have no doubt that the CSD will go from strength to strength in the years to come.

Professor Di Wilmot

Dean Education Faculty, Rhodes University & Chairperson CSD



Director's Report



*'Learning is a treasure
that will follow its owner
everywhere'*

Chinese proverb

The above quote speaks to the role that the CSD performs through its training of in-service teachers who through their commitment to acquiring new skills, are provided with the opportunity to improve their lives. I would like to dedicate this report to all those in-service teachers who have made many sacrifices in order to improve their qualifications.

The CSD performs a number of complex roles linked to the ECD sector. These include training in-service teachers both in the rural and urban contexts of the Eastern Cape; training CD practitioners in the rural setting; running a Toy library, Resource Centre, recyclable materials depot and mentorship programmes for our local teachers and parents. In addition the CSD has developed 'open-source' materials through collaboration with NPOs who have been in the ECD sector for many years.

In order to maintain a high standard the CSD requires their staff to undergo staff development at key points in the year. This is usually during our three Home-weeks which is the only time that all the CSD staff are present. Some of the training has included first aid courses, counselling courses and report writing work. This staff development does not include the further studies that some of our staff are engaged in at a personal level. We presently have two facilitators who qualified with their BEd in April 2014; one who is doing her BEd Honours and a co-ordinator who has started her PhD. This speaks to the calibre of staff that we have been fortunate enough to attract to our organization.

The CSD has been working at National level in the ECD sector through their association with NECTA. CSD's Quality Assurer, Colleen Larkin was chosen to be part of the QCTO panel who are endeavouring to demystify the confusion linked to teaching qualifications in the Foundation Phase. Being part of this voice has enabled the CSD to guide our colleagues and plot the way forward.

The relationship between the CSD and Rhodes University has grown enormously this year through collaborative work on our BEd programme, CSD staff presenting and lecturing on Education Faculty programmes and assisting in the development of a Grade R Diploma. More projects are planned for 2015 with the CSD staff lecturing on the BEd Honours programme and research papers in the pipeline. This type of collaboration allows the CSD to benefit from the universities expertise as well as sharing their own very valuable practical knowledge which helps to find solutions for the crisis we face in education in South Africa. By helping to ensure that we send out well-equipped pre-service teachers and mentor in-service teachers, we are able to make a difference to the quality of education in the Eastern Cape.

I should like to take this opportunity to thank all of the CSD staff for their hard work and dedication, the many hours of over-time that they put into the job and their willingness to always go the extra mile. There is a real passion amongst the staff which makes for a vibrant community of practice. We look forward to 2015 and our pursuit for excellence in Early Childhood Education.

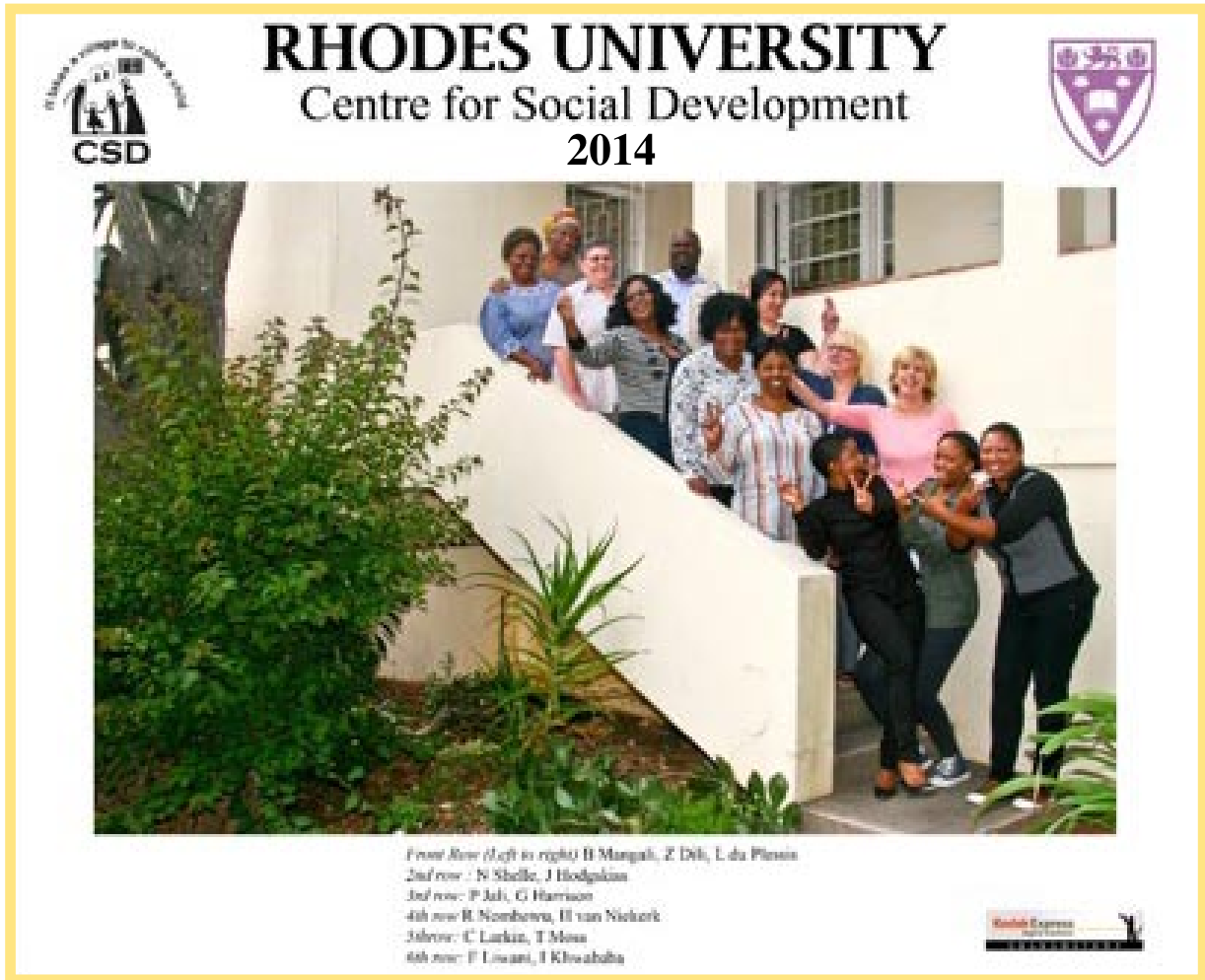
Dr. Giulietta Harrison

Director

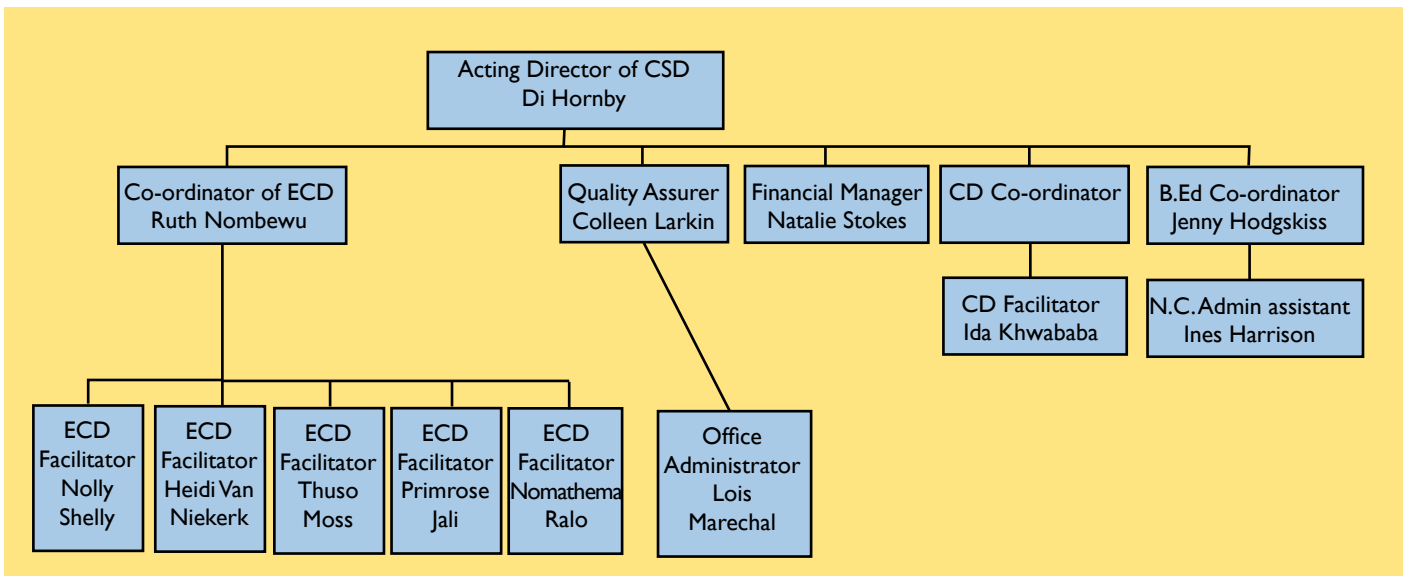
CSD Board Members

Name	Designation	Department
Prof Di Wilmot	Chairman	Dean Education Faculty, Rhodes University
Dr G. Harrison	Director	CSD
Dr B Brown	Education Faculty Rep	Deputy Dean Education Faculty, Rhodes University
Dr A Westaway	Development Community Rep	GADRA- Manager
Roger Domingo	Development Community Rep	GADRA- Assistant Manager
Ms L Westaway	Education Faculty Rep	Education Faculty, Rhodes University
Ms J Hodgkiss	CSD Staff Rep	CSD B.Ed 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
Dr M Cocks	Co-opted	ISER Rep, Rhodes University
Mrs K Nell	Treasurer	Research Finance, Rhodes University
Mrs D Hornby	Community Engagement Rep	Director Community Engagement Rhodes University
Mrs L Mbanyane	Development Community Rep	Department of Social Development Rep

CSD Staff



The diagram below illustrates the staff compliment for the CSD over the period of this report.



CD Projects

Toy library

The Toy library at CSD has undergone a revitalization this year having been moved to the Joza-hub where it is now easily accessible to local schools, parents and ECD practitioners. This has meant that we have been able to run a series of workshops to support and advise parents on how to stimulate children with special needs. In addition we are in the process of upgrading the area around the Toy library so that we can run regular 'open' sessions for ECD practitioners to bring their learners to the library for a story time and art activity session. In this way we are hoping to provide a space for learning that will support what takes place in the classrooms. Whilst most of the focus to date has been on special needs, we are also using the library as a place for non-centre based learning and are targeting the 0 to 4 age group that are frequently unable to attend a preschool and don't necessarily receive appropriate stimulation. By being located at the Joza-hub the CSD is part of an NPO community that supports one another and shares skills. In the spirit of collaboration which has formed much of the CSD's thinking in 2014, there are plans for the CSD to work alongside some of their fellow tenants in the Joza-hub. More about this will be posted on our website.



Toy library on the move



Story-time in the library

CD Training

Annual Report on Community Development Practise Level 4

Community Development from my perspective involves an art of working along a human being from where they are and gradually to the other level of their lives using an integrated approach model. I see it as a springboard to reach communities that envision human development as key to empowerment of individuals and groups, to influence issues that affect families and their communities. Therefore community development practice stimulates, support and encourages growth for Community Development Practitioners (CDPs) in sharing power as a result of being effective and influential agents of change.

I facilitate Community Development Practice Level 04 (FETC). The course is funded by DG Murray and started on the 19 August 2013 and will be completed in May 2015. It is taking place in 13 rural villages in an area called Keiskammahoek in the Amahlathi District, Eastern Cape.



I started with 15 practitioners but due to unforeseen circumstances, the number dropped to 13 participants to date. This course is a fully accredited qualification that runs over a period of 2years 6 months including external evaluation, moderation and verification processes.

The group that I am working with comes from different backgrounds, and have quite informal experience in working with community projects with the support of the Ntinga Ntaba ka Ndoda NGO. But with all that, they are interested and have committed themselves to this Learning Programme to achieve a formal qualification using their personal human development experiences to influence individual, families and communities to be responsible citizens.

COURSE CHALLENGES

It is not easy to measure nor time frame community development, but it takes a certain level of maturity coupled with conducive environment to personal growth. As a result some of the CDP's still lack self-confidence.

Getting recognition from the community leaders the so called 'gate keepers' is very difficult. For instance leaders question your credibility hence all the good work and reports they have done the credit is placed upon these leaders. Also government departments do not value CDP's since they are unemployed, not college trained and not popular in politics.

At this point the challenge about language with CDP's is articulating themselves clearly. The reason is not being exposed to English as they primarily interact with people of their own language.

SUCCESS

The CDP's gained confidence and experience in working alongside and being trained with the ECD Practitioners. They were based in the ECD learning sites to put theory into practice and be exposed to the young child's development.

The art of writing assignments and linking it with their practical work increased their vision about their career path.

Working as a team in theory and putting learning into practice created commitment and responsibility.

PARENTS INVOLVED IN THEIR CHILDREN'S EDUCATION AT THE EARLY STAGES FROM 0-6

Another one of my roles this year included workshopping and piloting the materials that were developed for the AACF Parent Programme. Being a parent is a challenging role. It is a difficult role to play, and few of us feel confident in the way we fulfil this role. Therefore attending a parent's education group can be courageous as there is always fear of discovering where you have failed or where others have done better. The parents who attend our parent education groups are those who are willing to gain more knowledge on how to understand themselves and to be able to understand their children better.

The parents programme is a joint effort of 4 NPOs in Grahamstown that have been generously funded by the ANGLO AMERICAN CHAIRMANS FUND, to pilot a facilitator's programme in 4 different schools. Two manuals were written with 5 workshops for each manual.

Parents enjoyed and learnt a lot from interesting topics that stimulated and encouraged them in their parenting role as the first teachers of their children.

CHALLENGES

Parents do not believe in themselves and their parenting capabilities. This makes them forget their values which they have been brought up with. They think that the best education is the one that is given at schools and they devalue the one they give in their homes as the first educators.

They do not understand that children have the same feelings as they do. For instance, in one of the sessions there was a mother who abruptly took her baby off her breast without providing any replacement for the baby to hold on to. I made various suggestions to her so that the baby cannot feel the void of that emotional and nutritious loss. This had a positive impact on the mother and the child.

WAY FORWARD

The parents programme will continue next year with ten sessions in different pre-schools and will be led by the parents themselves as an evidence of their growth in this program.

MY OWN LEARNING

Through all the experience and exposure from the community development practice it is clear to me that human beings are not objects or robots you can control but that everyone is unique with different stages of development.

“Without change there is no innovation, creativity or incentive for improvement. Those who initiate change will have a better opportunity to manage the change that is inevitable”.

William Pollard.



Making Resources in Keiskammahoek - even the men got creative...



The Anglo American Chairman's Fund – Parent's Project



AACF Parent's Project

The main objective of the Anglo American Chairman's fund Parent Programme was to educate and empower parents to effectively support the education and healthy development of their young children (age 0 to 5 years) . As a collective, the NPO's involved in developing and piloting this programme believe that in order to transform the educational and resultant life-long, opportunities of South African youth, it is essential to empower and mobilize parents. In order to reach this goal parents need to not only be aware of their responsibilities and rights with respect to education but also have the knowledge to make necessary changes. With this knowledge parents are given the tools to become more actively and positively involved in their children's education. This programme was developed with the belief that schools, teachers and children can be transformed by the involvement, support and mobilization of parents.

This programme was designed to help parents to better understand how their child learns, how they can support the learning process, their rights and responsibilities with regards to their children's education as well as the importance of good health and nutrition to the optimal development of young children.

The programme had the additional goals of developing and piloting 'open-source' materials which could be flexible and adapted to the contexts in which they are implemented. The piloting took place in five separate sites in the Cacadu District in the Eastern Cape and revealed a number of interesting points which challenge the ECD sector. These included: confusion over governance in ECD centres; challenges in implementing parent programmes in the rural environment and the need for more parenting ownership on the part of our young mothers and teachers should be included in the workshops in order to understand the parent role rather than feeling threatened by it. The collaborators who piloted this material reported that it was well received but that it needed to be presented by facilitators who are parents themselves. This speaks to the credibility of the material. It was additionally felt that the material should be translated into Xhosa and Afrikaans to make it more accessible to the facilitators. This will be investigated and made available as soon as a translation has been implemented. Most importantly the piloting revealed the tremendous need for this type of support for our parents and the overwhelming appreciation expressed by the parents who were at the receiving end of the workshops.

It remains to be said that this valuable project would not have been possible without the present and ongoing support of Anglo American Chairman's Fund and the insightful collaboration of all the NPOs involved which drew from their combined knowledge born out of many years of work in the ECD sector. I wish to acknowledge Kelly Long, GADRA Education; Cathy Gush, Lebone Centre; Lucy O'Keeffe, Kathryn Court and May Quntu, Ubunye Foundation; Anne Harris, FAMSA; Anya Morris, ELRU and Ida Khawababa and Nolly Shelly from the CSD. All of the aforementioned made contributions either to the contents of the open-source materials or its piloting.





Certificates of attendance for parents

ECD Co-ordinator's Report



This report is aiming at highlighting some of the activities and events surrounding my job as a facilitator and co-ordinator of Early Childhood Development (ECD). This year there are 5 groups of ECD Level 4 and two ND ECD LEVEL 5 covering the following areas Debenek, Grahamstown, Hamburg, Keiskammahoek and King Williamstown. The Debenek and Grahamstown groups are in the process of verification and whilst the others are still running. There is also one ND ECD LEVEL 5 group which is facilitated by Nomathemba Ralo and myself.

A big part of my job involves assisting and mentoring the facilitators in the field and guiding them towards best practice. For this reason I visit them in the field and advise them about the ways of solving their problems. It has been particularly rewarding to work with new facilitators at the CSD this year and to watch them grow.

CURRENT LEARNING PROJECTS

Below is a list of the projects that I presently manage as the ECD co-ordinator at CSD. You will notice that I am not only the co-ordinator but am facilitating three groups. Fortunately two of the projects are finishing as although I enjoy facilitating, combining the two roles is not ideal.

SUCCESSES AND CHALLENGES

Successes: All facilitators are respected and the training is valued. Learners who are still participating in these projects, show commitment towards finishing the course. They submit assignments on time and attendance has improved. This has resulted in some students wanting to continue with their studies. Through the facilitators involving me in sharing their successes and making use of my suggestions to resolve their problems, I have gained valuable insights. They are innovative and show initiative devising strategies to achieve their set goals.

It is always satisfying to receive comprehensive information from facilitators when requested. Being a supporter and a coach had helped me to be on my toes.

I have run two key facilitator’s workshops. One on the 6th May 2014 and the other on the 22nd September 2014. I started by letting them interrogate CSD’s vision and unpack the purpose of each individual facilitator. This was followed by identifying challenges related to facilitation. After all the challenges had been identified, we listed possible solutions. The topics to help facilitators close identified gaps, have been brainstormed and prioritised according to their importance. We are dealing with one topic at a time and seeing if we can continue our journey towards ‘best practice’.

Assessing facilitators has helped to bridge the gap between them and myself. October the 27th 2014, I held a meeting with ECD practitioners about the Jim Joel mentoring programme that had just started. I hope that this will benefit young children who are attending ECD centres in our community. The principals of the schools whom I had already spoken with are excited and looking forward to this new programme.

Challenges

Working as a facilitator as well as the ECD co-ordinator has made it challenging for me to perform the dual roles. This is because I am not able to be in the office enough to attend to all my admin. I



will however be finishing up my facilitator role early 2015 and therefore will be able to concentrate entirely on the role of co-ordinator. As I am naturally a soft person, it is not always easy to enforce accountability. I have attended a leadership course over the last year and this has assisted me in being more assertive.

EVENTS

Sometimes doing the job of co-ordinator can be dangerous. In August when Nomathemba (one of the ECD facilitators) and I were coming back from training we discovered that the B&B was on fire. This was a scary sight because the palm trees in the yard were burning. The fire brigade took a long time to arrive but we managed to control the blaze until the fire fighters came.

During the time of exam we had four newly born babies enter the world. This meant that one student was unable to write her paper but another sat for her exam only a short time after giving birth I had the pleasure of holding the baby whilst the mother was writing her paper.



Palms on fire at B&B



Rocking our new born baby



Nomathemba on baby duty

CONCLUSION

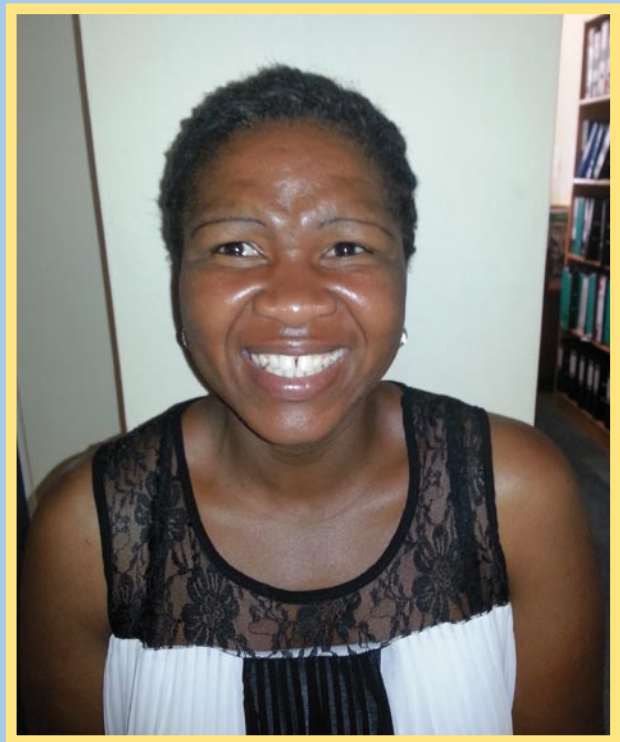
I have great pride in the fact that I have persevered in my job and that I am continuing to make progress. I am presently working on improving my writing skills, writing reports and presenting at workshops as well as management. Being a member of the Senior Management Team has been a learning curve that enabled me to find my voice and to grow. I look forward to what 2015 will bring.

Ruth Nombewu

ECD Co-Ordinator

LEARNING PROGRAMME	AREA	FACILITATOR	No. of LEARNERS
ND ECD Level 5	Cradock	Nomathemba Ralo Ruth Nombewu	54
ND ECD LEVEL 5	Grahamstown	Ruth Nombewu	16
FETC LEVEL 4	Debenek	Ruth Nombewu	23
FETC LEVEL 4	Grahamstown	Noluthando Shelle	20
FETC LEVEL 4	Hamburg	Primrose Jali	9
FETC LEVEL 4	Keiskammahoek	Noluthando Shelle	21
FETC LEVEL 4	King Williamstown	Primrose Jali	40

ECD Facilitator's Reports



I started working at the Centre for Social Development (CSD) in March this year as a Facilitator for the National Diploma in Early Childhood Development. I am working in Cradock to benefit the huge number of practitioners that are under-qualified and this makes it an area that is in need of this kind of service and training that CSD offers. This area is not only lacking knowledge about how to develop learners holistically, but here Pre-schools are also called Crèches which means that communities around here were really in need of training and change.

SUCCESSSES

During the time that I have been training this group I have seen dedication and enthusiasm from some of the students. This is shown by their attendance, punctuality and participation during our contact sessions. These students portray good behaviour and respect towards fellow students and take their studies seriously. They make sure that when given a task they are able to complete it on time and when they have a problem they come and ask for help. They do not let me continue while they do



Student is presenting using news print.



Students are presenting a case study using personal dolls.

not understand the task at hand. Most of the students are meeting the deadlines and are able to submit their assignments on time. Site visits observations showed that some practitioners are working very hard with their learners, actively taking part in all the daily activities and routines. The classroom environment is conducive to learning both in terms of the layout, print rich walls and are making use of the waste materials to make resources. Some sites are under resourced but they are managing to facilitate active learning with the limited resources that they have. There is teamwork amongst practitioners in some schools, which to me has shown that some of the practitioners are implementing what they are learning and they themselves are saying the training is really helping them by empowering them with the skills and knowledge. This course capacitates students with lots of skills e.g. presentation and discussion. During exam prep family and friends have shown their support by bringing bags of books that students needed for preparation. A large number of students have written exams and seem very excited that they have made it this far.

CHALLENGES

Attendance remains an issue with some students who have do not attend regularly and give different reasons for their irregular attendance. Students are frequently unable to implement what they have learnt in their training because when they volunteer at the schools they are used to do photo-stating for teachers or to look after classes when the mentor teacher is absent. This was evident when I visited the schools where some of these students volunteer. Some student's performance on-site showed that they're not implementing what they are learning from the training although they are permanently employed at their centres. Others have the challenge of overcrowded classrooms. When it comes to assignment writing, students don't take time to prepare and collect information preferring to copy directly from the book without respecting the issues of plagiarism. Language is a huge barrier since students are mainly Xhosa speaking with the language of instruction being English. This poses a big problem since language plays a vital role in learning and teaching of the learning programme. These students struggle in their studies, and this makes it difficult for some students to complete tasks. Sometimes on our first day of training we find the venue without tables and chairs and have to improvise. Fortunately as ECD practitioners we are resilient.

Nomathemba Ralo
ECD Facilitator

This student working hard and implementing what she learnt from the course and engaging with learners in different activities. Learners are happily participating in planned activities following the daily programme during site visit.



Students writing on the floor because table have not yet arrived





Practitioner and learners are enjoying outdoor play with limited outdoor equipment.

This practitioner has 54 learners in her class and is having problem with discipline control because of a large number of learners.



Facilitator's Report



I am Primrose Jali working as an NQF Level 4 facilitator. I joined the CSD family on the 24 February 2014. Getting this job was interesting for me as I like to work with Early childhood Development (ECD) related activities. I worked in ECD for 14 years as a practitioner with different age groups of children and as supervisor. I have done the following trainings at CSD: ECD Level 1, ECD Level 4, ECD Level 5 and BEd in Foundation Phase. To me working for CSD is about paying back because this institution played a big role in my life. I thought it was important to make a difference to ECD learning sites by using my experience and the skills. I have taken over from previous facilitators to complete the courses as the groups were approaching the end of their training.

TRAINING

I am training three groups in different areas; King Williamstown funded by Jim Joel, Bisho funded by Public Works and Hamburg, funded by Anglo American. I am also finalising the paper work for a Grahamstown group that is funded by Jim Joel and is completing their training course. The first group I started trained on the 10 March 2014 in King Williamstown and they had already completed seven modules with seven more modules to complete. The training venue is in King Williamstown children’s home and has plenty of open space which is useful for our training activities.

Bisho group merged with the King Williamstown group on the 12 May 2014 .There were nine student initially but one passed away tragically on 19 May 2014 leaving only with eight .The students have completed 8 modules with 6 of modules outstanding together with fundamentals and some site visits. When I started with the Kieskama Trust group there were 18 students and five dropped out. This group have finished 10 modules, with 4 modules outstanding together with fundamentals and site visits. The training venue for Kieskama Trust is in Hamburg’s old school building which has been converted into a cultural centre. The Grahamstown group has completed training and we are left with marking and administration work. The dates of completing their training for other groups are as follow:

- King Williamstown on February 2015
- Bisho on March 2015
- Kieskama Trust on March 2015



Students made resources for numeracy

CHALLENGES

- King Williamstown Attendance: Poor attendance of students is an ongoing problem. At the beginning of the training when I took over this group, I noticed that this continued and I reported this to the office. The students had different excuses for their poor attendance. Some students have challenges related to transport as they are from villages surrounded King Williamstown, and need to take buses. They have to wake up early in the morning, hurry for the bus that leaves at 6h00 in the morning and be back in the village at 14h00 in the afternoon. If they missed the bus they will be late or simply not attend. In order to make the bus times, training has to stop 30 minutes earlier to enable the student the opportunity to cover the distance to the bus stop.
- Assignments: The students do not always submit their assignments and others claimed that they have submitted to the previous facilitator. This has meant keeping careful records of all the work done both in the past and the present.
- Bisho Attendance: This group arrived late at the training venue every morning. They said that they first had to do work at their place of employment before they could do their training. This made it challenging to make up the notional hours.
- Assignments: In this group students frequently mislay their assignments and struggle to do the assignments and suffer from a lack of understanding around ECD.
- Hamburg Attendance: These students are late arriving on Mondays because they are collected by transport from different villages around Peddie. They then have to shop for their provisions as they stay together during the week of training. All of this makes it difficult to make up the notional hours for training.
- Assignments: As with the aforementioned groups, these students struggle to do their assignments and frequently do not submit on time.



My transport from my accommodation to where I train our Hamburg cohort

STRENGTHS

- Training: The good quality briefing by our Quality Assurer, before going into the training helps me to prepare. During briefings I have the opportunity to demonstrate my understanding about the topic

ECD centre for 30 students in the village of Tildin in King Williams's Town



Outdoor equipment for learners



of the module. In this way I develop my thinking around more ideas on how to facilitate the module. The good team work on preparation of training comes from all the members of staff. All these give me the strength to be able to train my groups even if it is challenging.

- King Williamstown Attendance: This showed great improvement after our ECD Co-ordinator intervened and set up ground rules for the students. About 87% of students in the group came regularly to the training.
- Training: These students showed understanding of ECD related activities as they contribute in group discussion .They improved their confidence after we had done Communication fundamentals and they are eager to report or give feedback after discussions.
- Assignments: Students work hard and submit their outstanding
- Visits: The site visits showed dedication but still challenges on observation and evaluation. I can understand why the students are struggling as they have not yet dealt with all of the material. I am confident this will improve once they are closer to completing the course.
- Bisho Attendance: This group has good attendance.
- Training: Bisho has improved in the classroom discussions by participating fully .They are improving their understanding of ECD through their interaction with the King Williamstown group.

ASSIGNMENTS

Students submitted their outstanding assignments and some re-wrote the ones they had lost.

- Kieskama Trust Attendance: Students managed to arrive early by an hour on the last training than previous times and it showed improvement.
- Training: This group has participated fully in class discussion. What I like about them they were willing to work extra hours to complete their work during mathematics fundamentals.
- Assignments: I have managed to work out and identify outstanding and previously submitted assignments.
- Grahamstown Assignments: This group has finished training and all marking is up to date.

Primrose Jali

ECD Level 4 Facilitator

The students King Williamstown and Bisho groups are seated with their different measuring tools during mathematics fundamentals.



Report on DoE Programme



Thuso Moss graduating with B.Ed in April 2014



Note more colouring-in



Students keen to show their work

I am currently conducting a programme for ND ECD Level 5 in Uitenhage, this is the programme funded by the Department of Education Eastern Cape. This programme is presented to the centralised venues and Uitenhage is one of the centres. I am currently hosting 28 participants they all working in Grade R centres attached to primary schools.

The course is in its second year of study as practitioners have completed the first year by writing exams. The idea of the exams is a new development in the field of ECD as many of the practitioners were writing for the first time since their schooling period. The end results of the exams have demonstrated the interest most practitioners have for the course. I am very pleased to state the current practitioners are delighted to be part of the programme. We are now in the third week of the second year of study and looking forward to the completion of the course.

During contacted sessions participants are given tasks and further exposed to various ways of learning such as reading texts, working in groups or working as individuals to unpack and reflect on what they have learnt. In order to remember what they have read they are encouraged to underline and unpack the information according to what you have learnt.

On site observation

This training of the level 5 participants is not complete until such time that each of the participants have been visited in their respective sites. Observation is one of the critical components of ensuring that information learnt during the contact session is implemented at site level. This is an opportunity for Practitioners to show case how much they know and how creative they are at their site level. Each Practitioner is allocated a full day for observation and feedback will be given immediately once the learners have left home. This also gives an opportunity to the Practitioner to share and ask for clarity on issues. Equally it is a time for the facilitator to highlight areas of concern as well as progress made over the period of study.

In some cases the visits have been additionally meaningful because the Facilitator meets the Principal of the school as well as the mentor teacher which is a requirement of this course. It is important to interact with these individuals they give insight into how well the Practitioners is coping with building good relations with other stakeholders at school. Often site observations imposed tension for those who are not well prepared but generally students feel confident and demonstrate their competency in the field.

Thuso Moss

ECD Level 5 Facilitator



Colouring-in remains a problem



Students working collaboratively

ECD Level 5 Facilitator's report



*“One of the things that I learned the hard way
was that it doesn’t pay to get discouraged.
Keeping busy and making optimism a way of life
can restore faith in yourself”.*

Lucille Ball

I am Heidi van Niekerk. I grew up in Molteno, in the heart of the Eastern Cape, where I experienced some of my happiest childhood memories which has helped to form the person that I am today. I matriculated from Molteno High School in 1995 and moved on to study an Honour's Degree in Social Work at the University of Stellenbosch in the Western Cape.

I was privileged to be able to work and travel in the United Kingdom during 2000 – 2004, where I worked as a Health Care Assistant in the field of disability and the elderly, where after I came back to South Africa and started my journey as a teacher at Cathcart High School. No sooner had I started teaching, I was offered a post as a Social Worker at the local CMR (Christelike Maatskaplike Raad) in Queenstown, where much of my foundation as a professional person was cemented.

I relocated to Grahamstown in 2009, where I had been working as a Social Worker, coordinating the Early Childhood Development (ECD) programme within a government department before making a career change and joining CSD to become more involved in the training aspect of ECD in 2012.

I believe that hard work and dedication is what molds us into who we are and by transferring the skills that I have gained, I do believe that I am making a difference in the life of my students and all colleagues that I have contact with on a regular basis.

I am currently involved in the following at CSD.

THE TOY LIBRARY

The toy library is a non-centre based programme that gives children, their families, early childhood facilitators and practitioners access to a variety of carefully selected educational play materials, books, early learning sessions and toys in their own communities.

The main focus is on ensuring that young children have access to educational development opportunities and will be ready to adapt to informal schooling when the time comes to enter a crèche environment and Grade R. Language acquisition, motor skills, problem solving and social behaviour are critical skills which are advanced through structured educational activities with young children.

Functions of our Toy Library include regular sessions for children in the toy library to expose them to toys they would otherwise not have access to. Community capacity building sessions for parents, primary caregivers and other stakeholders where general health, education and psychosocial information is disseminated. A borrowing service where members take out educational toys and books for their children, so that children have play and learning opportunities at home. Creation of a forum which meets once a quarter at the toy library to borrow toys and receive training from a volunteer or staff members at CSD. Conducting of events in line with the Rhodes University Calendar as well as other Government Departments throughout the year. Operating an educational theme bag system which allows trained volunteers to go out into the community and extend the services of the Toy library to stakeholders, including children with disabilities, who cannot attend the Toy library sessions and allow them to experience the benefit of structured play and other capacity building sessions.

At present the CSD Toy Library is situated on site at the Joza Youth Hub in Ncame Street, Joza Location, Grahamstown. The use of a spacious conference room at the youth hub allows CSD to conduct regular

workshops with stakeholders which has proven to be extremely valuable and beneficial to the local crèches in Grahamstown.

NATIONAL DIPLOMA IN EARLY CHILDHOOD DEVELOPMENT (ND ECD)

The Learning Programme has been running since August 2013. The diploma is funded by the Department of Education and the practitioners are currently in their second year of the course. I am currently responsible for training the Fort Beaufort/Grahamstown group, which consists of 26 students from all around the Nkonkobe Municipality and 5 students from the Makana/Ndlambe Municipality. The group training takes place at TRN Lodge in Fort Beaufort once a month, for the duration of a week. The students that are attending are Grade R practitioners that are currently integrated in Government Schools. The students age group ranges from 24 to 62 years and they are all dedicated to the task at hand, and therefore strive to implement every skill that they are being taught into their classroom environment and practice.

In addition to class attendance, site visits for all students on the course are conducted. Site Visits are a valuable tool used to support students in their teaching contexts as well as building and strengthen bonds with the lecturer. During the course of the learning programme there are two site visits, where all aspects of the training and class room environment are evaluated and constructive feedback is given to the student.

Students are also required to hand in assignments after each training session about topics that were covered in their training sessions. These assignments are normally based on an activity that they have



Site visit - Upper Blinkwater farm school in the Mpofo Game Reserve on the way to Seymour. Here the Practitioner is seen pushing the children whilst they are singing a song. Some of the phrases were “I am going forwards; I am going backwards, now I am swinging up and now I am going down.” This song enables learner’s to recognize ‘opposites’ whilst experiencing it practically..



Site visit at Nonyameko Health promoting primary school in Bedford. In this picture, Facilitator Heidi van Niekerk is sitting amongst the Grade R learner’s. It is also Heidi’s birthday today and she was greeted warmly when the learner’s sang happy birthday to her.

conduct involving parents and children and then using the knowledge gained to complete the task.

An integral part of the ND ECD learning programme is the addition of a mentoring section, which is the responsibility of the HOD's within the student's respective schools. To me, the mentors have proven to be a very important link between the student and the progress that they have made in their classrooms. The pride that is exhibited by the mentor's is such a powerful tool of motivation for the grade R practitioners as it allows them to see where they can be in the future.

It is a very enriching and satisfying experience for both myself and the student as I see them grow in their capacity as professional educators and they also see the value that they are bringing to their communities, which in turn, has the capacity to boost their self-image.

Successes emanating from the training:

- Students have indicated that they have gained more knowledge on how their classroom layout should be structured as well as revised daily programmes after the students had a chance to work through various resources that they received during training sessions.
- Students are realizing that they have to differentiate between group activities and also spending one on one time with children within the class set up as this will enable them to effectively observe all the children in their classroom and at the end of the day enhance learning.
- Groups were moved around after a suggestion from some of the learners, saying that they feel the group that they are in is not functioning at optimal level, therefore the groups were re-divided. It seems to have had a positive impact on the students as well as affording them the opportunity to get



Masivuye Primary School site visit (situated) in the rural area of Alice - Children enjoying structured free play in the Fantasy area. Note how they use their indigenous knowledge of parenting when playing with the dolls. This goes to show that children learn from their environment and often copy their caregivers with regards to behaviour and knowledge.



Mavuso Primary School in Alice. The Grade R classroom's Fantasy Area. Notice the burgundy crates that were used to create a bed for the dolls opposed to purchasing a made bed.

to know other members of the classroom.

- Students also identified with the constructivist theory, as the way forward in their classrooms, but do acknowledge that the Environmentalist theory is still practiced to a degree.
- Students gained new understanding on how to plan their lessons according to the CAPS documents, using the Life Skills document as their starting point.
- There is a better understanding of the Critical Cross field outcomes and Developmental outcomes and how there should be tangible evidence within their portfolio and their teaching practice.
- Students are starting to see that it is very important to integrate the various subjects within their lesson plans.

Challenges have been minor:

- There were some dynamics within groups that had caused minor disagreements and this in turn made some of the students feel that their opinions were not heard in their group.
- Students have also indicated that they struggle to comprehend the material first time around as English is their second language
- Practitioners are still finding that they are expected to teach the Grade R children to write for the purposes of advancing to Grade I. One practitioner mentioned that in her school, it often happens that children are being victimized emotionally when they come to Grade I and are unable to write their names or write in a straight line. It would then happen that the practitioner's self-confidence is affected as the whole school then has to hear how incompetent the Grade R practitioner is. The children are threatened in front of the other learners and told that they are stupid and will be sent back to the Grade R classroom to learn to write properly. This has an extremely devastating effect on the morale and work efficiency of the practitioners and it makes them afraid to stand up for themselves and ask for assistance when needed.

Heidi Van Niekerk

ECD Level 5 Facilitator



Children from Noncedo Pre-School, Grahamstown enjoying a little party pack treat after all the hard work during the morning's activities at the opening of the Toy Library

Column chart showing attendance for the whole group since the start of the learning programme.

	Total number attended	Total number of group
Aug-13	149	155
Sep-13	149	155
Oct-13	154	155
Nov-13	152	155
Dec-13	141	155
Feb-14	142	155
Mar-14	145	155
Apr-14	143	155
May-14	149	155
Aug-14	144	155
Sep-14	131	155
Oct-14	115	155
TOTAL ATTENDANCE	1714	1860

ECD Facilitator's Report



*“Education is the most powerful weapon
which you can use to change the world”*

Nelson Mandela

PROJECT: In partnership with Ntinga Ntaba kaNdoda (covers 13 out of 41 scattered villages)

FUNDER: D G Murray Trust

TRAINING: FETC: ECD Level 4

AREA: Keiskammahoek

NO OF STUDENTS: 21

Even in our homes we are told that Education is the key which opens all the doors in life. It was a great pleasure for me to have the opportunity to teach this group in Keiskammahoek. There were some teething problems at first but due to encouragement from my colleague Ida Khwababa, solutions were found. I have a group of 21 practitioners, 8 of them are Grade R practitioners, some are 0 – 4 year olds and most of their groups are babies and toddlers. Some parents are interested to see their children achieving good education and even the practitioners want become professionals with academic qualifications.

CHALLENGES

Language is still a problem as our modules are written in English, some are not able to communicate effectively nor are confident enough to speak or write in this second language. As most of our work



Working on AACF Parent Project

like reflective journals, task sheets and assignments are all in English, this can be challenging. Steady but sure we are using our dictionaries to get that confidence. The space for the training venue is limited and makes the learning unpleasant. We have to use it as there is no alternative venue which can accommodate us in this area. Not enough training equipment or furniture and resources for example tables and video machines. The practitioner’s means of transport is a bus or bakkie which starts collecting people at a certain time, from one end of the area to the other. If you’ve missed it there is no other transport until the following day. Also bad weather makes some of the roads slippery and difficult to access. Changing how the practitioners feel about their jobs can be difficult as many of them wish to simply babysit the children and not actually teach them. Furthermore, some parents are not keen to be part of their children’s lives like to even visit their schools and even when there are school functions they don’t attend or respond to the communication they received from their practitioners.

SUCSESSES

Attendance is encouraging with only a few students with personal or family problems who had challenges to come and attend. Their full participation also makes me to be always on my toes and well prepared. When I visited the Practitioner’s sites I could see their dedication in what they learnt and very few of them were battling. This project has a unique relationship between the ECD and CD practitioners and it is the first time the CSD is training the two groups simultaneously. All ECD practitioners are working hand-in-hand with CDPs in their areas which make the work load to be shared. In some areas most parents took their children to school themselves and even enter and talk to the practitioners. Even learners are



Home made play ground equipment seen on site visit.

showing enjoyment in their schools. Some schools have energetic committee members who want to see their schools progressing and even the learners are well educated. During Communications fundamentals, students gained their confidence during speech and debates sessions. Practitioners were shown how to empower the parents with special needs children. Some practitioners were so happy to get clarity on how to deal with these children. During HIV&AIDS session both groups were together and shared their knowledge. There were visitors from Empiliswane Masimanyane Aids Centre from King Williamstown who came and assisted us with relevant revised versions for example the HIV&AIDS treatment and the opportunity to know our status. Those who were confident were prepared to be tested.

Another programme that I have been involved in this year is the AACF Parent Programme which was held in St Philips Nursery School. Three schools which were invited to be part of this programme. They were Luzuko, St Philips and Ilitha pre-schools. Although not as many parents as we had hoped for attended, those who did attend were very happy that they were there. There topics which we covered were as following:

- Reflections on understanding how children develop
- Management Committee and School Governing Body (SGB)
- Communication
- Conflict resolution

Those who were there were so happy and taken by the input they shared amongst themselves about the topics covered. They promised to invite the parents in their individual schools so that they can be build relationships and empowered them to know their responsibilities and what is expected of them.

Noluthando Shelle

ECD Level 4 Facilitator



Parents engaging in group discussion

B.Ed Co-ordinator's Report



B Ed (Part-time) Foundation Phase Programme

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. The three- year BEd (P/T) FP programme was first introduced in 2008. Over time, it has made great strides in its development and is now a flagship of the CSD. Due to its contribution to student numbers at the university and its successful throughput rate, the programme has received favourable recognition from the Education Department. In September 2014, the Merits Awards Committee at Rhodes University granted me a merit award for my sustained contribution to the academic project at the CSD and the Education Faculty. This was, indeed, a proud moment for the CSD and me.

The BEd (Part-time) FP is a course for practising Foundation Phase teachers (Grades R – 3). With its focus on Language/Literacy, Mathematics and Life Skills, this qualification is for people wanting to become qualified, professional teachers. The qualification also 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. Rhodes University is the only university in South Africa that offers this unique career path for adult learners who would otherwise not have this opportunity to further their studies and contribute to Foundation Phase education in South Africa.

The majority of the students are mature women, and on occasion, men, who are working in pre-schools or public schools in the communities where they live. These students are in-service teachers who are embedded in the community and therefore have a commitment to it. An added advantage of doing the BEd is the opportunity for promotion. It is heartening to see, however, how the students use their qualifications within their community. Because of their age and family and professional commitments, studying part-time is the only way in which they can further their studies.

Since its inception, the course has been funded by various funders. Subsequently, two cohorts, both funded by ETDP SETA, have graduated: 17 students graduated in 2011 and 22 students graduated in 2014. Some of these graduates have continued with their studies at Rhodes University and are currently registered for a BEd (Honours) or MEd. At present, there are two BEd courses running concurrently. These include the Eastern Cape cohort (50 students), funded by the Provincial Department of Education plus 6 privately funded students, that started in July 2014 and a Northern Cape cohort (32 students), funded by the Sishen Iron Ore Company Community Development Trust plus 5 privately funded students that will be completing their course at the end of this year.

The Rhodes BEd (Part-time) FP programme is a course designed to produce capable, educated teachers. At the core of learning and teaching is the self: Successful teaching depends on having confidence in oneself, one's knowledge and abilities as well as having the resilience and self-reliance to overcome difficulties and the capacity for critical reflection that enables one to introspect and learn from experience. Living in a multilingual society, our teachers also need confidence in their ability to speak and teach at least two languages. These capacities are essential if BEd students are to become caring, competent and creative teachers.

The purpose of the BEd (Part-time) FP is to:

- provide a basic understanding of education theory and the implications for classroom practice for young children.

- develop teacher’s subject knowledge of and competence in Language (HL and FAL)/Literacy, Mathematics and Life Skills in the Foundation Phase.
- develop specialized pedagogical knowledge for the Foundation Phase, particularly in relation to the Curriculum Assessment Policy Statements (CAPS).
- provide opportunities for teachers to apply their knowledge in the classroom; and to extend their learning and improve their teaching practice through critical reflection and self-evaluation.
- deepen teachers’ understanding of the wider educational world and the complex school and classroom environment.
- develop academic literacy skills, including information technology necessary for ongoing learning and professional development.

Now that I’ve shared the background history and aims of the course, I will highlight some of the successes and challenges.

SUCCESSSES

- Quality control measures are firmly in place. In order to obtain a Duly Performed (DP) certificate which allows the students to write the examinations at the end of the year, they must have attended classes regularly, arrived at lectures on time, handed in in all assignments on time, and conducted themselves in a professional manner in their teaching environment. Implementing the DP system has ensured that the average attendance at contact sessions is mostly above 95%, assignments are generally handed in on time and students are punctual for their lectures.
- The teaching staff consists of highly qualified academics who are employed in the Rhodes Education Department or part-time lecturers who are currently teaching in local schools or currently furthering their studies at Rhodes University. Many of the lecturers are experts in their field and the quality of the teaching on the course is high.
- The commitment and quality of the lectures presented by the lecturing team and their interest in developing a strong curriculum for the course is commendable.
- Scaffolding and building academic rigor into the course has ensured that students are academically engaged when they return home and that the course meets the required notional hours.
- All the examinations are externally examined.
- The quality and range of facilities and services offered at Rhodes University play major role in meeting the needs of the students both in and out of the lecture room.
- Students also have access to a range of computer laboratories, electronic databases and research facilities including the library. The campus is small and all the facilities are within walking distance of one another.
- The implementation of systems for all aspects of the course has contributed to the smooth administration and organisation of the contacts sessions and course.
- The Northern Cape BEd course has a 100% pass rate.

CHALLENGES

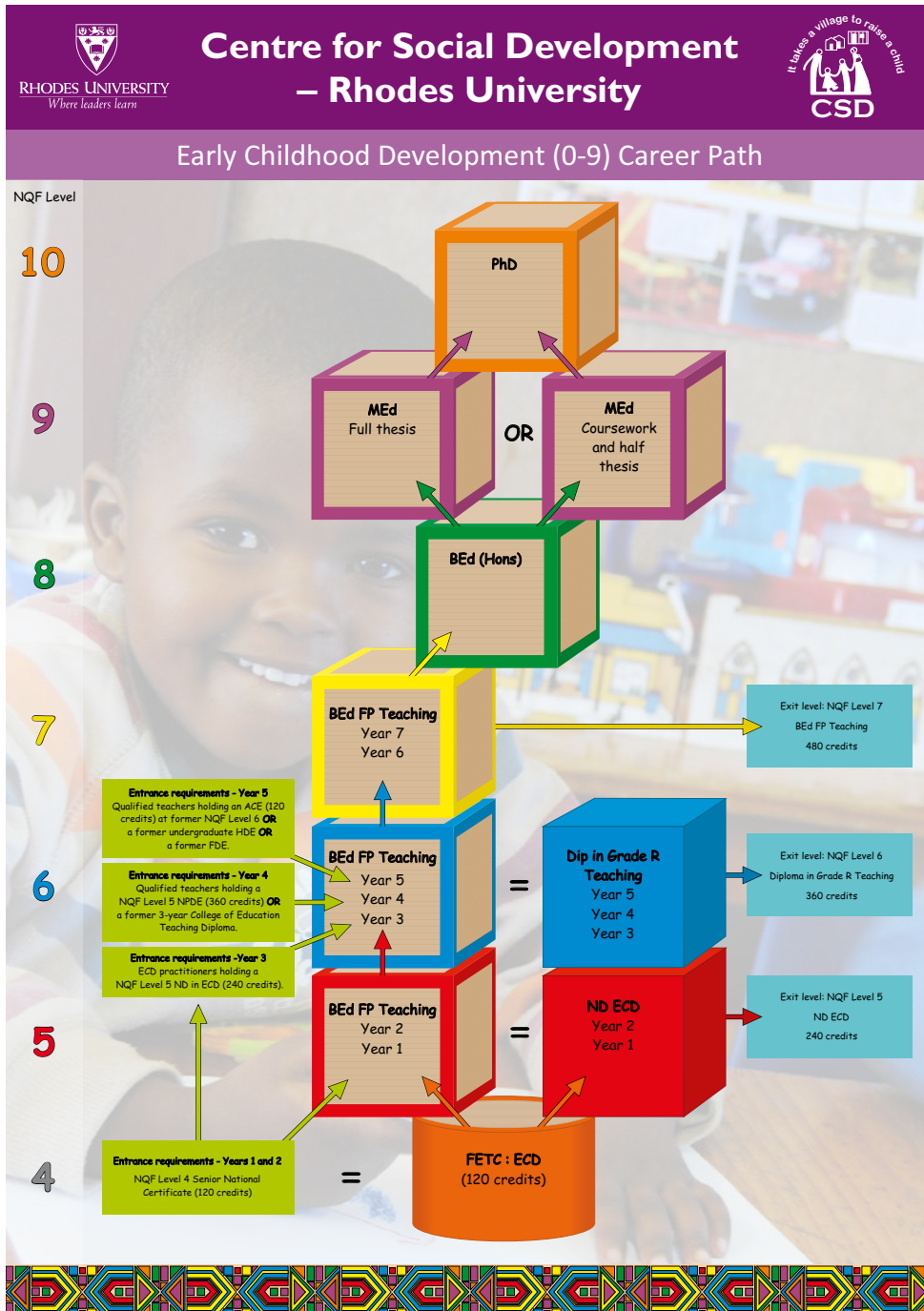
- Due to the part-time nature of the course, it is sometimes difficult to secure the services of lecturers for the duration of the course.
- Many of the students’ have poor computer literacy skills. The situation is exacerbated by the fact that they do not have access to computers in their schools or at home and are, therefore, unable to practice their computer schools or complete their assignments electronically.
- Many of the students on the course are mature women with many responsibilities. Poor health,



family responsibilities, heavy teaching loads, and being away from home during the holidays are factors which have an adverse effect on studying.

In this report I have discussed the background history, aims and some of the successes and challenges of the Bachelor of Education (Part-Time) Foundation Phase Degree offered at the Centre for Social Development, Rhodes University.

Jenny Hodgskiss
 BEd Co-ordinator



Quality Assurer's Report



As the CSD Programme Coordinator: Curriculum and Quality Assurance and as a member of the CSD SMT (Senior Management Team), I have worn many hats this year.

I have been engaged in the overall planning, coordination and general matters for all CSD Level 4 and 5 Learning Programmes and Facilitators for both ECD and CD (Community Development). This has not included the Facilitators day to day tasks, which are coordinated by the ECD/Training Coordinator, Ruth Nombewu. My work has been substantially aided by the development and introduction of the CSD's 2014 and 2015 calendars.

In terms of Quality Assurance I have introduced numerous systems and forms for accountability and quality assurance, for CSD's administrative and operational tasks, as well as for effective delivery and assessment of all CSD Learning Programmes. Very few systems were actually in place/working well so this has been a mammoth and challenging task, which has required negotiating with, and introducing the systems and forms to, all the relevant members of staff and ensuring that the forms are used, completed and submitted as planned.

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 curricula and materials when necessary. Together with the Level 4 Facilitators working with the ECD and CD Keiskamahoe groups we have 'piloted' an ECD/CD model of integrated training for ECD practitioners and CD Practitioners.

In the absence of a Community Development Coordinator, I have assisted in the development of the Learning Programme Structure and Project logistics for our Department of Social Development contract involving the training of 202 youths across the Eastern Cape in early 2015, for the Community Development qualification FETC: CD (Level 4).

Other Quality Assurance tasks have included Training of Trainers and Facilitator's Briefing before their Contact Sessions, organising Facilitators' printing requirements, as well as assessing Facilitators during Contact Sessions.

DoE Coordinator

In addition to my job as CSD Programme Coordinator: Curriculum and Quality Assurance and in the absence of a ND ECD Level 5 Programme Coordinator, I had to set up and coordinated the Department of Education Programme for the National Diploma; ECD (Level 5), delivered in 8 districts across the Eastern Cape, to 192 Grade R Practitioners. This has included systems and forms for Learning Programme accountability, Learning programme logistics, admin, delivery, assessment, materials requests and dissemination, collating the Facilitators' monthly Training Reports and writing the Quarterly Provider Reports to the DoE. This project has been a collaborative effort as we have worked with facilitators from Khululeka and ITEC.

QCTO Working Group

I was invited by the ETDP SETA and QCTO to be part of a ten member Working Group of ECD experts, to develop the Qualification Profile and Scope of the new QCTO qualification for FETC: ECD (level 4). This has involved 5 trips to the ETDP SETA offices in Johannesburg, in 4 months and many hours of working under extreme time pressures. This has been extremely stimulating for me and it certainly was an honour for me personally and for the CSD to be part of the development of this new

qualification. The scoping and development of the new level 4 qualification will probably be followed by the same processes for the Level 1 and Level 5 ECD qualifications which need to articulate with the Level 4 qualification.

Colleen Larkin
Quality Assurer

Admin reports



My name is Zinziswa Dili. I started working for the Centre for Social Development in 2011 as part of the Rhodes University's Clerical Internship programme. At the end of my 11 month internship programme I was employed by CSD as the Receptionist/Admin Assistant. Since then I have gained a lot more experience and feel that I have gained all the knowledge that I had hoped to gain when I applied for the job.

As the Admin Assistant I work very closely with most of the facilitators. I help them with reports, communicating with their students and a lot of their admin paperwork and stationery requirements they get from me. This year has been a pleasant challenge for me to work with all the forms that I created because I acquired all these skills during my internship but was not using them as often in my everyday job which meant I started to lose the skill. Now I can say I'm even better than I was before because I use them a lot and I don't quit until I get it right. I enjoy working with the facilitators because they each have such different personalities and different ways in which they prefer to do things. I do my work happily because I feel very lucky to work with the kind of people I work for. For as long as I have been working here, until very recently, I was the child amongst all the adults. I get mothered a lot. I feel appreciated a lot and often get flowers or fruit left on my desk for me. When I am feeling sick I get advice on what to use – they always come up with such funny ingredients for home remedies.

I also work with the public a lot. All walk-in or telephonic queries about what we do here, go through me. I have learned to be patient and understanding while working at the front desk. I learned a lot of that from Nolly Shelle who worked as the receptionist here before me. In my previous employment I was the Personal Assistant to someone who didn't receive any visitors and was mostly out of town. So I worked quietly and on my own every day. Nolly taught me to remain calm and speak kindly even to those people who were pushy and rude. Working for CSD has brought about a great deal of growth in my life. I had never worked with children before or with community members. Working here has given me the opportunity to do that. This year though my only focus was on simplifying the admin side for the facilitators. We have developed forms that have assisted them in keeping careful track of all their students. It has been a mountain of work but at this point we can see the light at the end of the tunnel. And it feels good to see the good that comes out of everyone's hard work and team effort. One can never say "I accomplished all of that on my own" here. We all help each other out. All our success stories were team efforts and that is something I can take with me wherever I end up in future. It means we live by the slogan under our logo which reads "It takes a village to raise a child".

Zinziswa Dili
CSD Receptionist

Administrative Assistant to B.Ed Co-ordinator



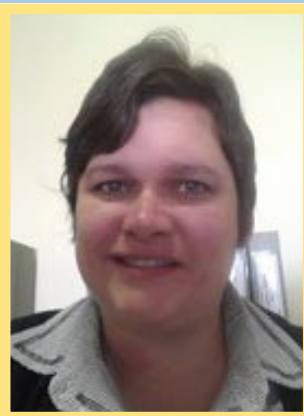
I began work as the Administrative assistant to the B. Ed Co-ordinator at CSD on the first of September 2014. My job involves assisting with admin tasks involving the B.Ed programmes. I book transport, meals, accommodation, teas etc. for the part time students attending their Contact Sessions at Rhodes University. However my job is not restricted to B.Ed admin requirements. I also manage the printing requirements of the whole of CSD, making sure that small printing and binding jobs are done promptly and correctly within our offices and big printing jobs are sent off and received in good time for later sorting and distributing. My job involves staying organised and keeping a record of all quotes, emails, order forms, waybills and invoices for future reference. I have settled into the position very easily as the warm family-like working environment and general helpfulness of my colleagues has made the transition into a new job a pleasure. I enjoy my

work very much and am continuously learning how to manage new tasks, work under pressure and within time frames and to keep communications flowing with my colleagues.

Ines Harrison

Administrative Assistant to B.Ed Co-ordinator

Administrative Assistant DoE project



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 work related to previous CSD training programmes and make sure that everything is up to date.

I assist seven Facilitators with their admin, finances, reports and registers. These facilitators are engaged in the training of the DoE Practitioners. I liaise with them regarding briefings and events taking place over their training programme. I also assist in the printing and resources for the DoE groups. I work with Zinzi (receptionist) to make sure that the registers and class lists are always up to date and that the Facilitators get all the forms they need for the various tasks such as Exams and Assignments. I help the Quality Assurer develop and type up forms for various uses such as Learner programme planners, Session planners, etc.

My job is multi-faceted and I have portfolios such as First Aid, Maintenance and Safety and Health Officer for the CSD. My previous work at Rhodes University and the fact that I have lived in Grahamstown most of my life, assists me in networking and finding the correct avenues to use to ensure that things are done correctly and efficiently. I know who to approach and what is available to us at the University.

I thoroughly enjoy my work at the CSD as I enjoy being challenged and taking on new tasks, which keeps the job interesting and enjoyable. I have learnt a lot about Early Childhood Development (ECD) and Community Development (CD) together with what the CSD does. I think we need to make more people aware of what we do as many people in Grahamstown are unaware that the CSD exists.

Lois Marechal

Administrative Assistant DoE project

Financial Administrator



In 2009, I started my career at Rhodes University 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. In 2013 I started applying for financial administrative posts within the university. I was successful in being offered a position at Centre for Social Development in 2014. I joined the CSD team on the 1st July 2014 as the Financial Administrator.

At first, it was challenging to understand the finances of CSD, but through perseverance and the assistance of the CSD team, I became familiar with each of their training programmes which put me in a position to understand how they generate funding for each project and what type of expenses are common for these training programmes.

My key job responsibilities are to process orders and payments timeously, liaison with Finance in 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 Finance with regard to payments, queries, budgets, financial reports. I also have to prepare an internal board financial report and do a financial presentation to the Board on a quarterly basis.

In the short time I have been at CSD, I've had the opportunity to grow professionally and personally as I am being exposed to things which I have never done before eg. presenting. I enjoy being part of the CSD very much as my efforts are being appreciated and recognised by my co-workers.

Natalie Stokes

Financial Administrator

Staff Development

In the course of 2014 our staff have all renewed their first aid training and received a FAMSA Basic Counselling training. In addition they have been exposed to a report writing workshop and specific training of trainers workshops throughout the year. Individual staff members have attended some in-house Rhodes courses in order to improve their computer skills and the SMT has provided mentorship on the use of forms and developing reports. Staff have additionally been encouraged to present their respective portfolios to the CSD Board and some have presented at conferences or were part of the Rhodes University PhD week. We were fortunate enough to have a forum for the sharing of ideas between the CSD and Wheelock College in Boston. This collaborative discussion was set up by South African Partners and provided us with the opportunity to find out how ECD education takes place outside of South Africa. Several of our staff will be continuing their academic journeys into 2015 with completion of B.Ed Honours and the beginning of a PhD.



FAREWELLS

Two of our staff are leaving us at the end of 2014. Florence Liwani who is our wonderfully smiley messenger and cleaner, is retiring and looking forward to working in her garden. Florence has worked both for CSD and C.E and displays an incredible knowledge about plants and medicinal herbs. She arrives every day at work with a smile on her face and spreads her joy of life. She is most definitely going to be missed and is a tough act to follow.

Ida Khawababa is a CD facilitator who has a profound knowledge of her field and has modelled excellent community work over many years working in the Eastern Cape. She is leaving the CSD to pursue work in Kwazulu Natal where her family are presently situated. She will be a big loss to our CD division as her expertise and insightful approach to CD have been borne from many years of experience in the field.

Heidi Van Niekerk is one of our ECD Facilitators but has additionally worked on our CD programmes over the last couple of years. She is leaving the CSD to take up the post of Director at GADRA Advice. We are delighted to see one of our own take on a leadership post and are confident that GADRA will have gained a valuable member of staff. We wish her all the best in her new career.



We wish both Florrie and Ida every success in their future endeavours.

New Projects

The CSD will be embarking on a number of new projects during the course of 2015 as well as wrapping up some older projects and running existing projects. Below is a brief description of some of our new projects.

Department for Social Development

The CSD has been commissioned by the DSD to train 202 youths in our CD Level 4 course. This is a wonderful opportunity to repeat our DoE collaborative model and to make a contribution to building capacity amongst our youths in South Africa. The project will commence in February 2015 and run over two and a half years. This project has an additional component of supporting the training of 60 DSD supervisors who will be charged with managing the youths in their working contexts.

Jim Joel Mentorship workshops

This particular project is aimed at providing mentorship and support for our local ECD Practitioners in Grahamstown. CSD recognizes that whilst practitioners are enthusiastic during training and the journey to acquire a qualification, it is sometimes challenging to sustain this enthusiasm. With this in mind we are conducting an audit of ECD Practitioner problem areas and will be using this to provide support through workshops, resources and site visits to enable them to improve their practice. An initial questionnaire has already been issued and it is this research tool that will enable us to determine where the greatest need lies. The site visits will allow the CSD to give hands-on support.

B.Ed cohorts

There continues to be a demand for our B.Ed programme which is specifically geared toward our in-service Practitioners who wish to get a degree and possibly even follow an academic path. We will be starting a new cohort for the ETDP SETA and are negotiating two more cohorts for the course of 2015.

Measuring Accountability

The CSD is very excited to be making use of technology in 2015 to monitor and evaluate their work in the field and to provide evidence of efficacy. With the help of an APP and the use of tablets the CSD will be in a position to streamline much of the work they do in the field, ensure accountability on the part of their facilitators and students as well as provide valuable evidence of their efficacy. Furthermore this type of data provides a foundation for research in the ECD field and with the CSD's links to Rhodes University, opens up the possibilities for essential research in the field.

CSDs participation in policy formation

The CSD is an active member of the Network of Early Childhood Training Agencies (NECTA) and will be putting together a meeting with the FET colleges in early 2015 in order to discuss the role of NPOs that train the ECD sector. As government attention has shifted from Grade R to the 0-4 age group and the bulk of financial support is being given to FET colleges, it has become imperative that the traditional

domain of ECD training which was held by NPO such as the CSD, be evaluated in order to determine the way forward. The need for quality training in the ECD sector is as big as ever. Organizations such as the CSD bring to the equation a wealth of knowledge and curriculum development as a result of their many years of training and practical experience.

CSD is also a member of the ECD forum and The Alliance and through the aforementioned groups, keeps abreast of the developments in the sector. Some of the areas that need to be addressed in the ECD sector include, governance at ECD centres; how to support the 0-4 age group; finding a single voice to bring to government and providing a sustainable model for quality ECD education. Our Quality Assurer, Colleen Larkin was head-hunted to participate on the panel for the QCTO who are engaged in finding clarity for ECD qualifications and the way forward.

Our funders

As the CSD is a self-funded organization this means that we are heavily reliant on our funders for support in order to do our work. We have been fortunate to be funded by both government and private sector funding. This has allowed us to provide bursaries for in-service teachers who wish to upgrade their qualifications both to improve their skills and earning capacity. Below is a list of the funders that have supported us over the course of 2014.

- | | | |
|---|--------------------------------|--------------------|
| Andrew Gleeson | Anglo American Chairman’s Fund | DoE |
| Davis Foundation | D.G. Murray | ETDP SETA |
| FNB | FOGADD | Jim Joel |
| Rhodes University Grant | Roads and Public Works | Robert Niven Trust |
| SIOC | Solon Foundation | |
| Solomon Ruben & Ann Winer Education and Benefit Trust | | |

Conclusion

As an NPO that has spent the last 33 years serving the ECD and CD sectors in the Eastern Cape, we remain committed to providing a quality service to the many under-qualified in-service teachers and community practitioners. We continually reflect and evaluate in order to ensure that we are a place of excellence.

Although the CSD is a relatively small organization we appreciate that the role we play in the ECD and CD sectors of the Eastern Cape is important and has the potential to build capacity in these two domains. Furthermore our continued relationship with Rhodes University and particularly the Education Faculty has put us in a unique space to provide valuable research in the aforementioned sectors.

Finally, I wish to express my sincere thanks to all the staff at the CSD for their dedication, creative thinking and perseverance, Professor Di Wilmot, the Dean of the Education Faculty for her astute guidance as Chairperson of the CSD Board and Di Hornby, Director for Community Engagement, for acting as a mentor. Your support has been invaluable.

Dr. Giulietta Harrison

Director: CSD









CENTRE OF SOCIAL DEVELOPMENT

ANNUAL REPORT

2014

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