

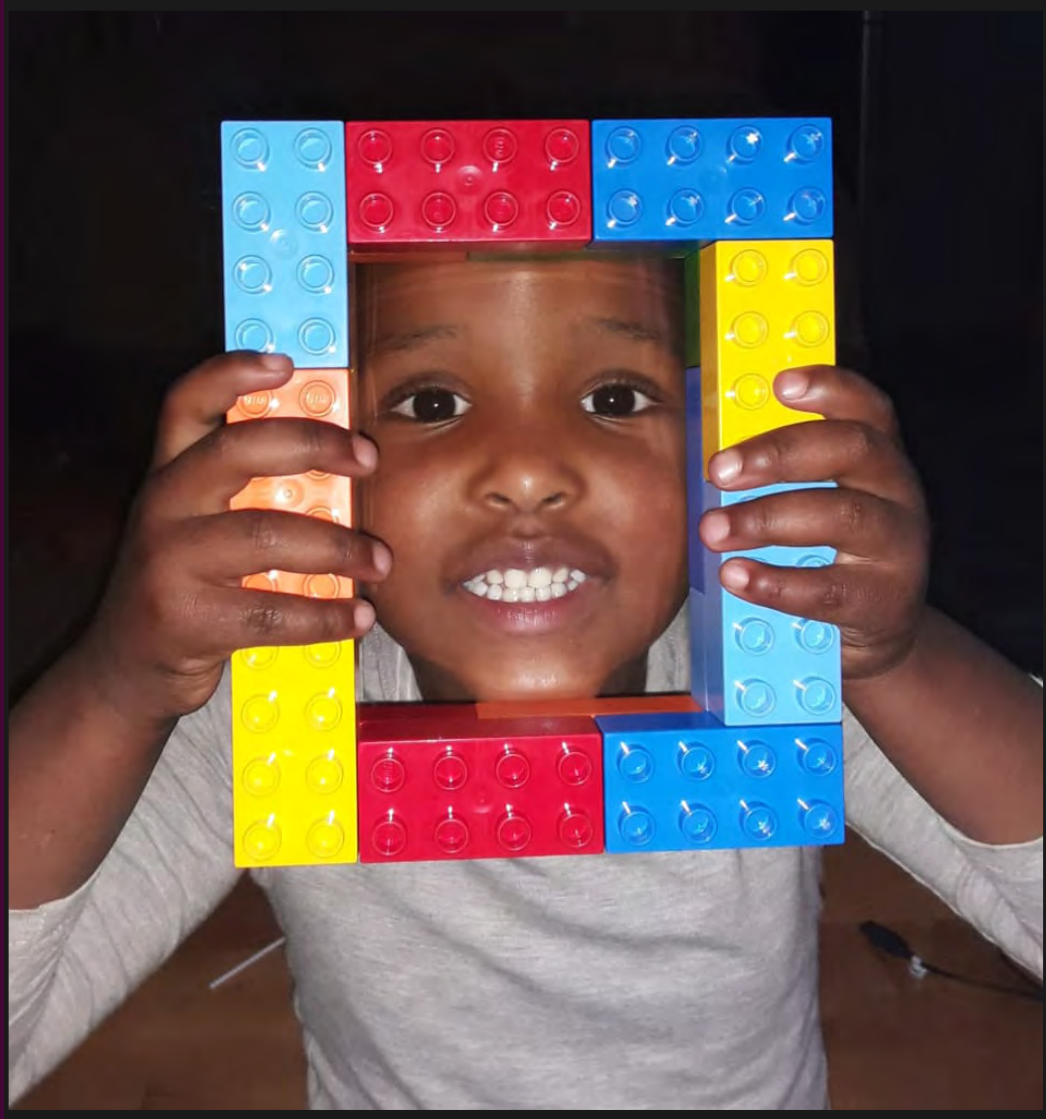
CENTRE FOR SOCIAL DEVELOPMENT



RHODES UNIVERSITY
Where leaders learn



ANNUAL REPORT 2020



CENTRE FOR SOCIAL DEVELOPMENT STATEMENT OF PURPOSE

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.



CSD BOARD MEMBERS



We wish to express our sincere gratitude to the members of the CSD board for their time and guidance in 2020.

Prof Diane Wilmot

Dean of Education: Chair

Prof Ken Ngcoza

Professor of Education

Ms Nicola Hayes

Acting-Director: CSD

Ms Diana Hornby

Director: Community Engagement

Ms Kim Nell

Treasurer

Dr Ashley Westaway

Development Specialist / nominee

Ms Ruth Nombewu and Ms Jenny Hodgskiss

CSD Staff Representatives

Dr Lise Westaway

Member of Education Faculty

Prof Gilton Klerck

Head of Department: Sociology

Prof Lindy Wilbraham

Head of Department: Psychology



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2020 was a year in which everything changed and yet everything stayed the same. Perhaps it is appropriate that the 2020 annual report should start with obituaries as it has been a year of personal and collective loss and mourning from the level of the individual right up to a global level.

As an organisation, the Centre for Social Development (CSD) was struck far harder than the average organisation, not only because of losing two staff members out of a full time group of thirteen, but more significant than the number was the calibre of the people that we lost.

Both Mr Thuso Moss and Mrs Ruth Nombewu have left huge gaps in our organisation and the CSD will never be the same without them. It remains for us to keep their legacy of Early Childhood Development (ECD) excellence alive, in that way ensuring that although everything has changed, the core of the CSD remains the same.

Indeed, every aspect of our organisation has undergone dramatic adaptation in 2020 but

at each step we have kept service to the ECD sector and the promotion of excellent care and education for children (from conception to nine years of age) at the forefront of our consciousness.

From the distribution of grocery packs along with ECD resources during hard lockdown, to the legal battles for ECD practitioners (fought side by side with the Legal Resources Centre

and Rhodes Community Engagement) from sourcing laptops for our Northern Cape students to finding a plethora of digital platforms through which to engage our Advanced Certificate and Bachelor of Education (BEEd) students, the CSD staff have overcome every obstacle that was thrown their way in this most difficult of years and maintained a focus on care and excellence throughout.

Not everything that we do falls neatly into an infographic but some of the more measurable successes of the year are featured below:

LITERACY

- 📖 distributed over 2500 books .
- 📖 conducted over 2000 EGRA tests.
- 📖 helped more than 1000 children learn to read.
- 📖 co-ordinated 3000 read-aloud pairings.
- 📖 1700 children read to on World Read Aloud Day

TRAINING

- 🎓 completed 10 modules of the first ever Advanced Certificate in Foundation Phase (FP) Literacy Teaching.
- 🎓 graduated 80 BEEd students and enrolled a further 80.
- 🎓 trained 100 ECD practitioners.
- 🎓 conducted workshops for 11 ECD centres and 3 schools.
- 🎓 90% pass rate for A.C.E. in FP literacy teaching.
- 🎓 98% pass rate for BEEd.

COMMUNITY SUPPORT

- 👐 helped 40 ECD centres to re-open post lockdown.
- 👐 distributed over 1500 food parcels and 500 vouchers.
- 👐 distributed 6 cartons of clothes.
- 👐 distributed 1000 LEGO 6 bricks packs.
- 👐 distributed 40 playful learning packs, 40 thermometers, 60 teddy bears and 25 bags of recycled materials.
- 👐 submitted 1 recommendation to parliament on ECD reform.



Ms Nicci Hayes
Acting Director

Not featured are the infinite phone calls and messages to support our students, the home visits made by community team members when they couldn't visit schools and centres and the myriad demonstrations of love and support that staff members have shown the communities they serve, as well as each other, albeit mostly from a distance.

Similarly, we commend the ECD community of Makhanda for its willingness to keep going through thick and thin. Over 80% of our ECD centres re-opened at a time when the national average was under 10%. This speaks to the type of dedication we have come to expect from our ECD

practitioners and supervisors in Makhanda.

2020 is a year that very few would like to repeat, equally, it is a year that will leave very few of us unchanged. Our cover image is of a young child looking joyfully through a LEGO frame that he has constructed. We have chosen it as a symbol of our year both because of his joyful expression and because of the restriction represented by the LEGO frame. When we delivered LEGO Duplo block sets, along with print resources for parents to take home and use during lockdown, it was our hope that despite the restrictions of COVID, joyful play-based learning would continue in homes. This child, looking not at the frame but through it, symbolises the extent to which such home-centred, play-based learning was possible. He also represents the numerous ways that our staff learned to look beyond the frame of the restrictions placed on them in 2020 to see the potential of the year despite its challenges.

I would like to thank and

compliment our staff for their adaptability and resilience in the face of tremendous strain.

I would like to thank our funders for their support through endless iterations of implementation plans.

I would like to thank our students for their dedication despite the dramas of online/ WhatsApp/ email/ Zoom learning and the endless connectivity problems that accompany such endeavours.

Lastly a huge thank you to our board, ably led by Professor Di Wilmot, for their support and guidance.

2020 has left us changed forever – more vulnerable, more technologically adept, more flexible and more aware of the fragility of life. As we look forward to our 40th anniversary celebrations in 2021 though, we harness our heightened awareness of life's fragility and preciousness to focus with even greater passion and concern on the young children whom we serve and those who care for them.



Prof Di Wilmot
Chairperson

2020 was a year of unprecedented challenges and difficulties as a result of the COVID-19 pandemic. The impact of the virus on the CSD's academic and community projects and its people (both staff and students) was massive. Normal ways of being and doing were brought to a standstill when a total lockdown was declared in March 2020. We had to learn to adapt to new social norms which included social distancing, wearing masks, sanitising and staying at home, and new ways of working online and from home.

It has not been easy adapting and learning to live with risk and

uncertainty. We have all struggled albeit in different ways to adapt and re-imagine our teaching and learning, supervision and research. It was no different for the CSD staff. Shifting teaching and learning online was a huge challenge that required upskilling, patience, adaptation and perseverance. It was also tough for the students many of whom live in remote rural places where connectivity is poor and domestic circumstances during the lockdown were not conducive to learning. The closure of provincial borders meant that CSD's cohort of part time BEd(Foundation Phase Teaching) students were unable to come to Rhodes for block teaching sessions when the lockdown restrictions were eased, and the CSD staff could not travel to the Northern Cape to teach and do school observations. In spite of these challenges and all the additional work of printing, collating and couriering print packs of course materials to students, the CSD

managed to shift its teaching and learning on-line. The CSD staff and students are to be commended on their outstanding efforts to succeed at all costs. Student performance in the BEd(FP) degree was outstanding. So too were the results of the first cohort of students who completed the Advanced Certificate in Foundation Phase Literacy in January 2021.

The community arm of the CSD was very active during 2020 focusing its efforts firmly on the local Makhanda community. The CSD and the Rhodes University Community Engagement Directorate joined forces to support the re-opening of ECD centres in Makhanda. They conducted workshops to guide supervisors through the new rules and Standard Operating Procedures. They also assisted with the provision of thermometers to 40 schools along with sanitising equipment, and food for 3 weeks while schools awaited payment from

the Department of Social Services. The CSD distributed over 2000 books (including their own book "Zinzi noTa'mkhulu" set in Makhanda and their double sided wordless tiny books) on International Literacy Day. The Acting-Director's report describes the plethora of community-based activities that took place

during 2021. Importantly, it provided evidence of a dynamic, proactive and highly responsive organisation that seized every opportunity to make a difference in the local community of which Rhodes University is part. This is in no small part due to the capable, energetic and engaged

leadership of the Acting Director, Nicci Hayes. The CSD Board appreciates the time and effort Nicci has spent ensuring that CSD continues to carry out its core functions smoothly during the COVID-19 pandemic.

CSD lost two of its most faithful, hardworking and respected members of staff in 2020. We extend our condolences to the families and friends of Mr Thuso Moss and Mrs Ruth Nombewu. We are committed to finding ways in which their contribution to the CSD over many years, is recognised and remembered.

A university-initiated review of the CSD was completed in 2020 and the recommendations hold exciting possibilities for a re-imagined CSD. Once again, the CSD Board has exercised its fiduciary and governance responsibilities diligently. I should like to thank the CSD staff and members of the Board for keeping the CSD flag flying during an uncertain and difficult year.

What do parents **APPRECIATE** about **LITHALETHU DAY CARE CENTRE?**



Obituary for Mr Thuso Moss



Mr Thuso Moss

Mr Thuso Moss passed away on 29 June 2020.

Thuso wore many hats at the CSD. As a facilitator, he was deeply loved by his EPTD SETA Level 4 and 5 students (unsurprisingly given the many hours of extra tutoring he devoted to them). He was a gentle voice of wisdom to the community development team as the team's leader. He was a trusted member of the division's management team because of his honesty, integrity and deep knowledge of the ECD sector,

and the communities he served. He was respected and looked up to by literacy ambassadors, principals and funders alike as the coordinator of the VW Legacy Literacy Project in kwaNobuhle. His command of many languages, and his warm smile enabled him to make friends wherever he went.

Thuso embodied the warm, gentle, wise male energy so urgently needed in our country and particularly in the ECD sector. Having graduated with his Education Honours degree in 9 April 2019, he moved immediately onto persuing his Masters Degree in the use of indigenous games in the teaching of Mathematics. He often mentioned to colleagues that the PhD would follow. The world will be poorer without it, and more so without him.

The messages of condolences sent in to the CSD have described him as:

- a caring and compassionate teacher and gracious colleague.
- [someone of whom one] always heard praises, admiration, respect and love from all who worked with him. He was an important figure and person in all that he did and contributed.
- a kind and gentle man, who contributed so much to the learning of his students.
- a beautiful human!

His passing leaves a huge hole in our hearts and in our organisation.

Obituary for Ms Ruth Nombewu

Mrs Lindisa Ruth Nombewu passed away on 14 December 2020. Ruth had been a part of the CSD team for more than 27 years!

Ruth was a stalwart of the Early Childhood Development sector for decades. She was a Rhodes University success story. Her journey started with her employed as a helper in the Raglan Road Day Care Centre. On discovering the unique education pathway offered by the Faculty of Education, she registered for an NQF Level 4 ECD qualification through the CSD. After completing this course she was promoted to ECD practitioner in the Raglan Road Day Care Centre. Having proved to be an outstanding teacher she was appointed as a Fieldworker at the CSD and registered for her NQF Level 5 Diploma in Early Childhood Development qualification. She went on to obtain a Bachelor in Education and was promoted to the position of Course Co-ordinator of the Education,

Training and Development Practices Sector

Education and Training Authority (EPDT SETA) training. At the time of her death, she was working on a Master's in Education focussing on learning through play.

Ruth will be remembered for her work ethic, a consummate professional, deeply committed to her students, inspiring them with her own story. Over the years she has touched the lives of countless individuals. Her deep knowledge of educational principles and commitment to her Level 5 students has resulted in many practitioners being qualified through the CSD. Many of them in turn went on to study a BEd and even a BEd honours.

Of late she served on the governance board of the Rhodes Day Care Centre in an education advisory capacity, and was our representative on numerous ECD fora at local and provincial levels where her wisdom, grace and honesty were much appreciated.

At a personal level, Ruth has shouldered many difficulties with a deep commitment to her faith and love of her family. Her combination of strength, compassion and humour has held many people through difficult times. She will be sorely missed at the CSD and in the ECD sector.



Mrs Ruth Nombewu

The Centre for Social Development Full Time Staff

CSD FULL TIME STAFF



Ms Nicci Hayes
Acting Director



Ms Ruth Nombewu
Co-ordinator of ECD Programmes



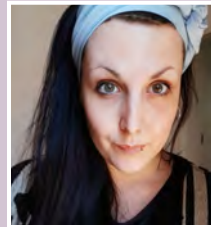
Mr Thuso Moss
Co-ordinator of Community Programmes



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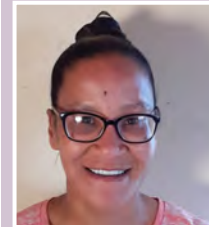
Ms Ashlyn Becorley
Administrative intern



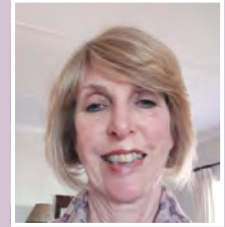
Ms Ines Harrison
Administrative Assistant



Ms Thandile Nombewu
Administrative Assistant



Ms Natalie Stokes
Financial Administrator



Ms Jennifer Hodgskiss
Programme Coordinator:
BEd Foundation Phase (in service, part-time)



Ms Sarah Murray
Programme Coordinator
Advanced Certificate in Foundation Phase
Literacy Teaching (ACFPT: L)



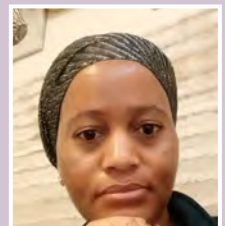
Ms Noluthando Shelle
Facilitator:
Community-centered ECD programmes



Ms Vatiswa Joni
Facilitator:
Community-centered ECD programmes



Ms Boniwe Msimango
Facilitator:
Community-centered ECD programmes



Ms Johanna Muroa
Facilitator:
BEd and ACFPT

Ms Cindy Berkoley was an intern with the CSD until the end of 2020. Her fearlessness in the face of challenges, and in particular in the face of digital challenges, steered our academic team into the world of Zoom and RUconnected with enthusiasm and her contribution will be felt long past the end of her contract.

The Volkswagen (VW) Legacy Literacy Project was strengthened by a powerful part-time research team including

- Visiting Professor, **Dr Lili Pretorius**, as research supervisor and consultant. Dr Pretorius is considered a national expert in literacy. She was a professor of Linguistics and University of South Africa (UNISA) for many years and has worked on, among others, the Zenex Literacy Project. She is a prolific researcher and esteemed scholar.
- **Ms Tracy Probert**, a linguistics Lecturer at Rhodes University, specialising in the Linguistics of African Languages. She is the chairperson of the Literacy Association of South Africa's

(LITASA) Eastern Cape Branch. Tracy has done extensive research on early reading strategies in isiXhosa and Setswana learners, as well as on the impact of translanguaging pedagogies on the literacy development of pre-Grade R learners. Tracy was part of the technical and writing team for the Department of Basic Education for the development of the Framework for Teaching Reading in the African Languages. She is currently involved in a collaborative project on the Early Graded Reading Studies in South Africa.

- **Ms Michaela Daries**, our research assistant is a Masters' student in linguistics specialising in isiXhosa orthography.

In addition, **Mr Anele Ramabele** was appointed as a literacy coach monitor in Uitenhage in the second half of 2020 to support the literacy ambassadors on site.

The principal researcher in our **HCI Foundation** funded Ezinkwenkwezini Project is **Ms Lucy**

O'Keef (formerly of Ubunye)

Also joining the CSD as a professional associate, is **Ms Margaret Irvine** whose many years of international curriculum development, and her experience as an HOD of Education at Rhodes East London, not to mention her year as the acting director of the CSD, make her an invaluable resource to the organisation.

Ms Vatiswa Joni was appointed as a full-time facilitator as of the beginning of March 2021.

Ms Ntobizonke Plaatjies joined the ECD Level 5 facilitation team in the second half of the year to assist with the Uitenhage group.



Ms Ntobizonke Plaatjies



Anele Ramabele



Ms Lucy O'Keef



Dr Lily Pretorius



Ms Tracy Probert



Ms Michaela Daries

STAFF DEVELOPMENT



Ms Jennifer Hodgskiss

Continues with her PhD



Ms Johanna Mura

Continues with her Masters in Education



Ms Boniwe Msimango

Attended an 18-hour training workshop run by the Mikhulu Foundation on the facilitation of book sharing.



Ms Nolly Shelle

Attended an 18-hour training workshop run by the Mikhulu Foundation on the facilitation of book sharing.



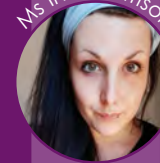
Ms Vatiswa Joni

Attended an 18-hour training workshop run by the Mikhulu Foundation on the facilitation of book sharing.



Ms Nicci Hayes

Attended an 18-hour training workshop run by the Mikhulu Foundation on the facilitation of book sharing. Completed the Level 8, 30-credit short course in Teacher Education as well as Module 8 of the CSD's Advanced Certificate Aligned short course.



Ms Ines Harrison

attended an upskilling course on the use of the SETA Invictus system on 21 October.



Ms Thandile Nombewu

Food Distribution

Collaboration with Makana Circle of Unity Food Group (MCoUFG)

The community team, Ms Boniwe Msimango, Ms Nolly Shelle and Ms Vatiswa Joni assisted by Ms Thandile Nombewu, made a massive contribution to the food distribution project in Makhanda particularly during lockdown levels 5 and 4.



Between 11 April and 30 May the Makhanda Circle of Unity Food Group distributed over 7000 weekly grocery packs. Ms Nicci Hayes was a co-convenor of the overall project, and the CSD team contributed significantly to the project. In particular they were completely responsible for the 525 HCI boxes, and were involved in the distribution of an additional 144 packs from a central venue and about 200 individual deliveries. So effectively around 2444 weekly packs – a third of what was delivered – was touched by their hands!



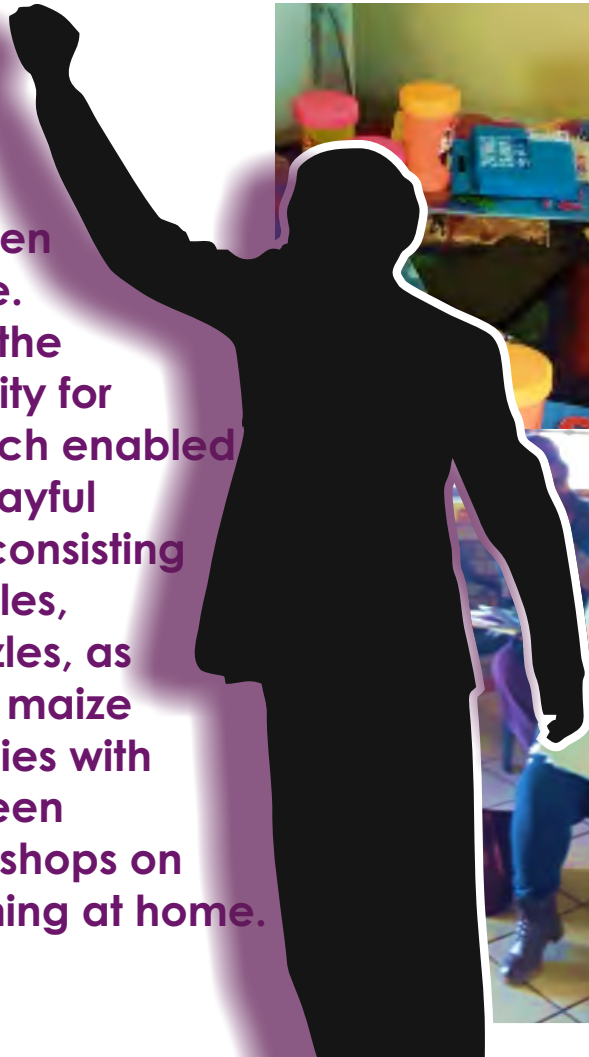
In addition, the CSD provided a conduit for donations for this initiative. This meant considerable behind the scenes work for Ms Natalie Stokes who monitored donations, and ensured that suppliers were paid on short notice. She also distributed electronic food vouchers from this fund to families considered the most vulnerable during lockdown level 3. Via this fund in level 3, besides the vouchers, R121 000 went towards supporting the 26 community kitchens that had been established, R50 000 to support food parcels distributed through the Food for Futures site and R30 000 to provide nutrition to enable

the re-opening ECD centres . Towards the end of 2020 three additional projects were undertaken by the CSD alone: a Joint Aid Management South Africa (JAMSA) donation of 677 buckets containing grocery packs were delivered to our 21 JAMS-sponsored ECD Centres' families. Porridge for those centres was also delivered. Finally, 300 vouchers valued at R200 each were donated by the DG Murray Trust Co-Care Voucher Programme to be redeemed at local spaza shops. The distribution and redemption of these vouchers was handled by Ms Boniwe Msimango and completed in January 2021.



MANDELA DAY

When Mandela Day came around in 2021, we were aware that young children were still at home. We appealed to the Rhodes community for contributions which enabled us to distribute playful learning packs, consisting of crayons, bubbles, educational puzzles, as well as soya and maize packs to 40 families with whom we had been conducting workshops on play-based learning at home.



HCI Funded Ezinkwenkwezini project

Our Ezinkwenkwezini Hubs of Excellence Project was scheduled to launch on the exact day that level 5 lockdown began. Major adjustments thus had to be made to the plans. However, owing to the adaptability of the team, the Ezinkwenkwezini Project thrived during lockdown and we were invited to be the case study in the HCI annual stakeholders' workshop. In addition, Ms L. O'Keef was asked to facilitate an Appreciative Inquiry process at the workshop.

Highlights of the adapted programme included:

- the emphasis on parents as primary educators, and seeing children being at home from an asset-based perspective rather than through the lens of a deficit model.
- The strong relationships fostered between parent and child, as well as parent and ECD centre.
- The community of practice

formed between the ECD centres.

Appreciative Inquiry is the methodological approach used in this project and team members interviewed parents and ECD practitioners to ascertain what is already in place that is considered excellent in our ECD centres. The team then worked with parents to help them to recreate play-based educational opportunities in the home environment.

Once we reached lockdown level 3, a revised version of the original practitioner and teacher workshop session was launched. In these workshops we shared posters showing the positives that had been identified in interviews and used these as starting points to guide practitioners toward envisioning centres of even greater excellence. Practitioners were moved by the positive comments from parents and inspired to take their centres to greater heights.

Workshops which focussed on

the National Curriculum Framework were conducted with parents and practitioners guiding both centre and home-based learning in the direction of excellence through play.

This programme will continue in 2021 with a focus on connection to primary schools, clinics, faith-based and government-based organisations as elements of the ECD 'ecological' hubs.



ECD RE-OPENING DRIVE

Working with Rhodes University Community Engagement (RUCE), the Department of Social Development, the Department of Health and the Makhanda ECD Forum, we addressed the issue of ECD centres in our town not being open in August, despite permission having been granted the previous month. A number of barriers were identified, which we were collectively able to address. The CSD convened workshops to guide facilitators and supervisors through the Department of Social Services standard operating procedures and re-opening requirements; donated "point and shoot" thermometers to our ECD centres; facilitated the delivery of 2 weeks of food; and assisted with distribution of other Personal Protection Equipment items and additional food parcels. As a result of this collective intervention, most of our ECD sites were up and running many months ahead of those elsewhere in the country.



International Literacy Day

In collaboration with LITASA, the CSD distributed a couple of hundred books donated by Biblionef on International Literacy Day, and held Read Aloud sessions at 3 venues. In the subsequent weeks, our community team delivered over 3000 books for children to take home via Makhanda ECD centres. Of these, 2000 were donated by BookDash and the remainder were published by the CSD. There was a mixture of wordless books and story books (the majority of which were written in isiXhosa).



Masifundisan/Makhanda

Just before lockdown, we launched an initiative with Grocott's Mail and the Rhodes Journalism Department in partnership with the Lebone Centre, Rhodes Numeracy Chair and Community Engagement to develop a series of six inserts to be placed each week in the newspaper and online. The purpose was to assist parents and caregivers to continue the educational project while their children were at home. (Each contained literacy and numeracy resources, and COVID-19 information.)

While being aware of the plethora of digital resources they were available to parents with means, we felt it important to provide something that was accessible to all.

These resources contained a combination of isiXhosa, Afrikaans and English stories, games and rhymes.

A number of multi-lingual podcasts were also produced linked to the published stories.

The project also commissioned and created, as special eight-page 'storypaper' edition called Masifundisane! Let's Read! This proved a very cost effective

way of distributing literacy materials with nine isiXhosa stories, two English and one Afrikaans story crammed in, supplemented by rhymes, numeracy activities, games and COVID information.

1000 copies were distributed in rural areas through Ubunye. 1000 copies went to the VW Legacy Literacy Schools in kwaNobuhle, 500 were delivered locally by CSD staff with grocery packs and the remaining 500 went to our ECD centres once they re-opened.



Grocott's Mail 11 SEPTEMBER 2020 **CENTRE FOR SOCIAL DEVELOPMENT** 23



VW Legacy Literacy Project

At the beginning of 2020, the CSD took over as the implementing agents of the VW legacy Literacy Project in kwaNobuhle. Although we had been involved in limited EGRA testing in previous years, in 2020 we took the helm of the project and introduced a number of significant changes in direction based on the external evaluation of Prof John Aitchison. The focus of the project was shifted to isiXhosa, and literacy ambassadors were asked to assist in classrooms during Group Guided Reading rather than only helping children in the Literacy Centres. In addition, it was stressed that more attention needed to be given to deliberate phonological development. Another massive change was that we undertook to complete EGRA tests for all Foundation Phase learners in all five schools. Needless to say, 2020 was not the year to take on a literacy project! The results of the endline EGRA testing were alarming though – given what is being

reported nationally and globally in terms of literacy losses – not surprising. The reality of school closures and the staggered

thresholds which were published towards the end of the year.

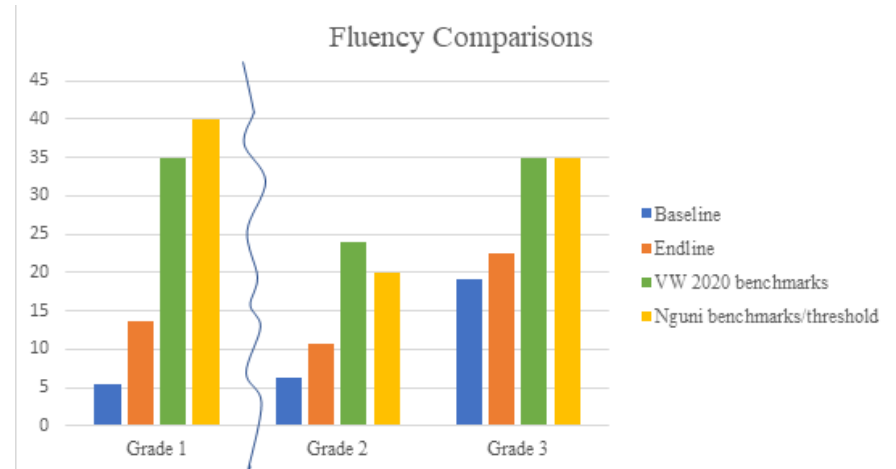


FIGURE : ENDLINE FLUENCY COMPARISONS

approach to school re-opening combined with the alternating of grades when schools did open meant that each learner had effectively only 10 weeks of school (at best) between the baseline and endline tests. Although improvements were made, our young readers are still far from where they need to be, as revealed by this comparison with the Nguni benchmarks and

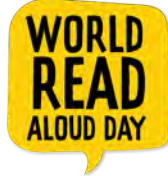
The graph above shows letter sounds correct per minute for Grade 1 and words correct per minute for Grades 2 and 3. The Nguni targets (in yellow) are benchmarks for Grades 1 and 3 and a threshold for Grade 2 (meaning that it is imperative for children to reach the threshold of 20 words per minute by the end of Grade 2 or they will in all likelihood struggle to ever learn

to read for meaning).

While far too few of our learners are meeting the reading speed targets, pleasing gains were made in comprehension in Grades 2 and 3.

Despite these gains, our efforts, and those of our partner, Funda Wande, who will be coaching the teachers, will need to be redoubled in 2021 if some of the losses of 2020 are to be recouped.

This year, Ms Nolly Shelle involved partner organisations like local high schools in her World Read Aloud Day, other CSD staff members assisted as did your Level 5 students. This resulted in over 1700 children and some of their grandparents being read to on 5 February in Makhanda through her intervention – a truly remarkable feat!



In our favour for 2021, is the fact that the literacy ambassadors were significantly upskilled over the course of 2020. They completed revision courses on EGRA testing, and received training on the implementation of the Wordworks Ready Steady Read Write programme; a series on phonological awareness development tips, as well as two modules of the Funda Wande Reading Academy Course.

The schools in the project have committed to working hand in hand with the literacy ambassadors in 2021 and tight Key Performance Indicators have been put in place in the hopes that 2021 will not only recoup the literacy losses of 2021 but also assist our children to become confident readers with a love of books.



Rhodes University Advanced Certificate (ACE) in Foundation Phase Literacy Teaching and aligned Short Courses.

We are delighted with the results of both the Bachelor of Education and our Advanced Certificate in Foundation Phase Literacy Teaching courses, especially considering the many academic and emotional support systems that needed to be put in place in order to keep our students strongly focused on their studies in 2020. We are particularly pleased with the number of distinctions achieved in both courses.

Rhodes University Advanced Certificate in Foundation Phase Literacy Teaching and aligned Short Courses.

2020 saw the completion of the first cohort of this specialisation course in Literacy Teaching. We are the only university in the country to be offering such a course and we believe that it is of vital and strategic importance to the national and provincial education targets. Literacy is arguably the foundation of all formal learning and this course developed in collaboration with

Allan Gray Oribis and Funda Wandé takes a huge stride towards addressing the well-publicised critical shortfall in our current system.

Course delivery

The course was delivered via a powerful blend of remote learning tools including the Reading for Meaning App which was also available in pdf form, PowerPoint lectures on RU connected (at least 5 per module); multi-lingual videos, and a carefully curated selection of readings that allowed for considerable differentiation. Tests, assignments and portfolio tasks were all externally moderated.

The students were further supported with Zoom lectures (one compulsory and multiple optional lectures per module), as well as WhatsApp and email administrative support.

(The App, Booklet and Videos were developed by Funda Wandé in collaboration with

CSD. These resources, together with the PowerPoints are all open-source.)

Results

Year 2

Of the 52 final year students who were registered:

- 47 completed (90% pass rate)
- 7 with distinctions
- 4 have to repeat the year or modules

Year 1

Of the 13 students who were registered for Year 1:

- 8 completed all the modules successfully.
- 3 have to repeat one module.
- 1 has to repeat the year.

Results – Short Courses

The number of students per short course varied:

In Year 1, one student got 4 distinctions and another got 3 distinctions. In Year 2, one student got 6 distinctions and two students got 5 distinctions.

Evaluation of the Advanced Certificate & Aligned Short Courses

The short courses piloted in 2019 received a very favourable review from the Harvard Review Panel and we have made adjustments according to the recommendations received. We have now commissioned a further evaluation from Dr N. Taylor in order to hone the course moving forward and, in particular, to assess the extent to which the course addresses the

Knowledge and Practice Standards for FP and IP Literacy Teaching developed by the Primary Teacher Education Project (PrimTEd).

YEAR 1		YEAR 2					
	Regis-tered	Pass-ed	%		Regis-tered	Pass-ed	%
Short Course 1	17	17	100	Short Course 7	12	11	92
Short Course 2	17	16	94	Short Course 8	12	9	75
Short Course 3	13	10	77	Short Course 9	14	12	86
Short Course 4	8	8	100	Short Course 10	13	11	85
Short Course 5	8	7	88	Short Course 11	12	11	92
Short Course 6	9	7	78	Short Course 12	12	10	83
TOTALS	72	65	90		75	64	85

Rhodes University Bachelor of Education Foundation Phase In-Service Courses



RHODES UNIVERSITY
Where leaders learn

Course delivery

The Bachelor of Education course had a final year and a first year group in 2020. We were lucky to have fitted in our first BEd contact session prior to the onset of COVID. The remainder of the year was conducted, like the Advanced Certificate, through an interlaced digital system comprising emails, RUconnected lectures, quizzes and assessments and a plethora of WhatsApp communications including academic videos and voicenotes and individual and collective supportive and motivating messages. Assignments were submitted in two-week cycles, the routine of

which assisted students to keep their attention on their studies.

Final year results:

Of the 68 students who wrote the examinations

Number of students who passed: 67

Number of students who achieved distinctions: 7

Throughput rate from 2018 (79 students)-2021 (67 students): 84.8%

First Year results:

Of the 73 students who wrote the exams

Number of students with clean passes: 67

Number of students carrying an additional subject(s) from 2020 into 2021: 4

Throughput rate for 2020: 97.3% (71 students)

Sadly, two of our students, Mrs E. Christian (18C2109) and Ms S. Jadezweni (18J3482) passed away in 2020.

Although the year was strenuous on many fronts, the examination results as well as the CHERTL evaluations demonstrate that the course remained academically rigorous. Many of the digital elements that were included perform last year will enhance the course for years to come.

Graduation

Online graduation will take place on 30 April 2021.

Northern Cape Students received resource and book packs from Biblionef sponsored by SIOC



EPDT SETA ECD LEVEL 5 course

The three groups of Level 5 students were hardest hit by COVID and its effects, not least by the death of their facilitators. In addition, distance learning is not as easy for ECD practitioners as it is for educators who tend to have access to digital platforms and whose income is secure. Nonetheless, two cohorts of Level 5 students are expected to graduate in the first half of 2021 and one at the end of the year.

The School Functionality Outreach Programme Report: towards the improvement of learner achievement in Mathematics and Languages in the GET Phase.

This report was commissioned by the Eastern Cape Department of Education and worked on by Ms Margaret Irvine with the assistance of Ms Nicci Hayes. The division was particularly impressed by the participatory process and the appreciative inquiry methodology that were

utilised. The report was presented to the provincial directorate including the Superintendent General in November. The Quality Education Programmes and Outcomes division has already begun to implement the recommendations in the report including the extraction of specific reports from the Data Driven Districts programme for the further enhancement of quality monitoring.

Talks, Webinars, Conferences

Ms Sarah Murray presented the Advanced Certificate resources at the PrimTed Working Group Seminar on the 6th and 7th of February.

She was also a keynote speaker at the annual LITASA (virtual) conference on the 19th September.

The CSD hosted a well-attended and informative lecture by Visiting Professor Lilli Pretorius on 8 September to mark International Literacy Day. She spoke on what

eye-tracking reveals about young readers' reading habits. Ms Vati Joni, Ms Margaret Irvine and Ms Nicci Hayes were invited to participate in the Takalani Sesame Male Caregivers' strategic partnership and content development workshop, on the 22nd September. This was one of two national workshops held to guide the content delivery of programmes designed to shift gender norms and thus nurture the participation of more male caregivers in play-based learning. Ms Hayes was a panellist for a discussion around mentorship in developing educational leadership hosted by ZALC (the South African Learning Collaborative) in September. She was also invited to participate in a Kagiso Trust Round Table discussion on 19 October. She spoke on Educational Resilience and Innovation in Makhanda during COVID with a specific focus on the ECD sector.

EPDT SETA ECD LEVEL 5 course

Ms O'Keef and Ms Hayes were each asked to present addresses at the Annual HCI Stakeholders Workshop on 21 October. The focus of these addresses was on the usefulness of the Appreciative Inquiry approach used in the

Ezinkwenkwezini Project as well as the successful adaptations of the project in light of COVID.

Finances

At the end of the 2020 financial year the CSD is in a stable financial position with enough

reserves to weather a further storm should this be required. Although funding priorities have shifted and funding is all the harder to acquire, the short to medium term outlook of the CSD remains favorable.

Funders and Donors

We express our thanks to all funders who supported the work of CSD in 2020. As a self-funded institute, we are dependent on support and interest in our work, and it is greatly appreciated. In particular this year we would like to mention the more than 200 Rhodes staff members and community members who contributed either financially or by giving their time towards the distribution of grocery packs during levels 4 and 5 of lockdown.



**SR & A Winer
Davies Foundation**

