

JOINT EDUCATION TRUST

AN AUDIT OF JET-FUNDED EARLY CHILDHOOD DEVELOPMENT PROJECTS

1994/5

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This report is based on the research conducted
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CHAPTER 1 : INTRODUCTION

1.1 An overview of the early childhood development field

There is a widespread perception that early childhood development (ECD) programmes are essential for the social and economic reconstruction and growth of South Africa. The White Paper on Education and Training (1995) defines early childhood development as "an umbrella term which applies to the process by which children from birth to nine years grow and thrive physically, mentally, emotionally, morally, and socially".¹ Research in a variety of fields suggests that support for early childhood development yields rich benefits not only in immediate ways for the child and its parents, but also over time in terms of the child's ability to contribute to the community. Interventions in the pre-school years offer opportunities to moderate learning problems, and to bring lasting benefits to individuals and society.² These benefits include increased economic productivity, savings in the cost of education, reductions in social and economic inequalities, strengthening of family values, and a positive effect on the probability of enrolment, on school progress, and on achievement in the early years of primary school.

ECD programmes that are directed at helping families and communities to meet the needs of children are seen as crucial especially in the current context of reconstruction and development. In particular many impoverished families are not able to meet the developmental needs of their children without the assistance of ECD programmes. Some of the problems facing the ECD field in South Africa include:

- ? poverty amongst many families of infants which renders children vulnerable to malnutrition and premature death
- ? the effects of the migrant labour system and other exploitative conditions that divide families and put them under stress
- ? a high proportion of poor parents who have had very little or no schooling and experience difficulty in preparing their own children for formal learning and acquiring skills such as reading.³

The problems facing the ECD field are compounded by the fact that the previous government took the view that ECD provision was the responsibility of parents and families and not that of the State. Where ECD was provided, it was mainly for whites. It is argued in the *South African Study on Early Childhood Development* that in general pre-school children in South Africa have had unequal access to early childhood programmes. Where state ECD was provided, it was in line with the government policy of provision of unequal educational opportunities for South Africans. Government expenditure therefore favoured early childhood provision for white families, mainly in high cost, high quality pre-schools. Further, more services were available in the urban areas than in the rural areas. Access rates were and still are lowest in the rural areas, with children on farms being worst off. Finally, there has been an almost total lack of pre-school opportunities for South African children with disabilities.⁴

These practices have had detrimental effects on young black children entering school. For the large majority of African children there is an abrupt introduction to learning when they begin formal school, which often results in frustration, poor learning, school failure, drop out and a repetition of grade. It is estimated that in the last three decades, 25% of the African children who entered the first year of school

¹White Paper on Education and Training, Department of Education, 1995, p. 33, par 73.

²Consultative Group on Early Childhood Development, 1993, p. 1, quoted in R. Padayachee et al. *Report on the South African Study on Early Childhood Development*, CEPD/World Bank, 1994, p. iii.

³*Interim Policy for Early Childhood Development*, Department of Education, February 1996, p. 2.

⁴R. Padayachee et al. *Report on the South African Study on Early Childhood Development. Recommendations for action in support of children*, CEPD/World Bank, 1994, p. 1

dropped out after just one year. This means that at least one quarter of the African population does not remain in school long enough to achieve basic literacy.⁵

The Government of National Unity (GNU) has acknowledged the importance of Early Childhood Development as a fundamental pillar of lifelong learning. To this effect it has incorporated ECD as a component of the formal education system. Steps have been taken by the Department of Education to introduce a national reception year for five year olds. Though there is debate about the efficacy of focusing on the reception year for five year olds, the department's plan is significant in that it demonstrates in a practical way how the government intends to intervene in the sector. In the light-of the massive need for the provision of early childhood development programmes, the current situation .is inadequate, fragmented, and uncoordinated, and much of what takes place is generally lacking in educational value.

In the absence of effective State intervention the major lifeline for the provision of ECD services to communities has been the non-government organisations (NGOs) and the efforts of parents and community-based organisations. The NGO community has developed expertise and models of early childhood development programmes which today remain assets for a democratic form of development. Some of the expertise developed includes innovation and creative experience with regard to programme planning, curriculum design, teacher training and accreditation as well as innovative ways of providing ECD services to children. They have further developed training and support systems for the early childhood programmes themselves and the communities where they operate. These are the agencies which the Joint Education Trust (JET) became involved with in the ECD field.

Recent policy documents on education and training including the White Paper on Education and Training indicate that government is committed to increasing ECD provision but, in the face of limited resources, the sector will have to continue to rely on donor funding. Millions of rands have been spent annually by the private sector and foreign donors in ECD teacher training. This considerable provision has, up to this point, not been systematically documented and analysed. Such documentation is needed to assist all stakeholders to make decisions about the provision of ECD teacher training. This is necessary to avoid duplication of efforts and to ensure that the limited resources available are used in the most efficient and effective ways.

In view of the need to have systematic information in this sector, in 1995 the Joint Education Trust commissioned an audit of 54 JET-funded ECD training agencies. It is estimated that this number represents 81% of the total number of NGOs involved in the training of teachers in the ECD sector.⁶

1.2 JET's policy on early childhood development

In 1992, JET identified three priority areas for funding and development. These are

- ? to improve the quality of teaching
- ? to advance adult basic education
- ? to help meet the education and employment needs of out-of-work and out-of school youth.

JET's involvement in the ECD field stems from its focus on the improvement of the quality of teaching from pre-primary through to tertiary level. The Trust acknowledges the need for improvements in the qualifications, confidence and competence of teachers, especially with respect to school management, methodology and teacher qualifications. The Trust's strategy at pre-primary level is to support programmes that enhance the competence of teachers and other educare workers

⁵Ibid. p. 1.

⁶ See number of non-formal ECD training organisations 1993-1994 in E. Atmore and M Steele, Report to the Joint Education Trust on funding of ECD by the formal and non-formal sections, October, 1994, Appendix 2a.

through formal and non-formal training.⁷ In particular, the concern is to expand access to educare provision while introducing qualitative advances. through the introduction of educare. JET's support at this level should be understood in the context of improving the quality of teaching. This is a strategic: intervention given the neglect of this sector by the previous government.

1.3 Aims of the JET early childhood development audit

The aims of the audit were to provide information on:

- ? the number of JET-funded agencies involved in ECD training and the number and location of these agencies in each province
- ? the human resources involved in ECD teacher training
- ? the types of courses being offered and the number of teachers reached in 1994 and 1995 by these programmes
- ? selection criteria for ECD teacher trainees
- ? staff composition according to race and gender, including post levels, qualifications and experience
- ? the financial resources expended in this provision in 1994 and 1995 and the sources of these revenues
- ? per capita costs.

1.4 Other recent studies

The following three reports were released in 1994:

1. Early Childhood Educare Services for Black Children in South Africa (April 1994) Report commissioned by the National Educare Forum
Linda Biersteker and Ann Short
2. Report on the South African Study on Early Childhood Development: Recommendations for Action in Support of Young Children (August 1994) Study initiated by the World Bank in collaboration with the Centre for Education Policy Development (CEPD)
Padayachee, E. Atmore, L Biersteker, R. King, J. Matube, S. Muthayan, K. Naidoo, D. Platjies, J. Evans
3. Some Issues in the Training of Early Childhood Educators (September 1994)
Paper prepared for the Early Learning Resource Unit Seminar *Child Ready: School Ready* Ann Short

These reports provide important information on NGOs involved in teacher development in the ECD sector. However, as the source data for the above studies was collected before 1993, the present report serves to update existing; information. Moreover, these studies did not include information on the location of agencies according to the new provincial boundaries, the human resources involved in ECD teacher training or the financial resources expended in this provision in 1994. The JET ECD audit provides this additional information.

⁷Joint Education Trust, Advisory Note 4 - 15/9/1992, p. 2

CHAPTER 2 : METHODOLOGY

2.1 Methodology adopted for the audit

The audit was divided into six phases:

1. Development of a list of JET-funded ECD training agencies

The list was assembled from the JET database and an information schedule including telephone numbers, fax numbers and addresses was developed.

2. Design of questionnaires

Questions were designed to collect data on the areas outlined in the aims of the- audit. The draft questionnaire was distributed to a number of directors of well-established training agencies and to- other experts in the field for scrutiny and comment. Following recommendations the draft. was modified to form the final questionnaire.

3. Data collection

The reworked questionnaires were posted to all the NGOs. JET personnel assisted project personnel in the completion of the questionnaires. Assistance was in the form of project visits, mini-workshops and telephonic discussions and involved the questionnaire being explained page by page. Fifty-three of the 54 questionnaires were thereafter returned by post.

4. Data processing

The returned questionnaires were analysed and statistical information captured by JET personnel.

5. Writing up of organisation profiles

In order to ensure that the information submitted had been correctly interpreted, profiles of each organisation were developed and faxed to them for comment. The reworked profiles are attached as Appendix 6.

6. Writing up of report

With the assistance of the organisation profiles and data derived from the questionnaires, the report was compiled into its present form. This was an interactive process whereby questions were raised with organisations where data received was questionable. This report contains a quantitative overview of the NGO providers of ECD training with respect to:

- ? the location and areas of operation of the NGOs
- ? the types of courses/programmes being offered
- ? the number of teachers reached in 1994 and 1995 by these programmes
- ? the human resources involved in NGO provision of .ECD teacher education, and development in 1995
- ? the financial resources expended in this provision in 1994
- ? per capita costs

The questionnaires were aimed at retrieving information for 1994 and 1995, but the returned information showed organisations could not provide information for both years in a consistent way. Thus, in the writing of the report we concentrated on the information that was comprehensive for a particular year, hence the variation in the types of information for each year.

2.2 Methodological difficulties encountered

Incomplete questionnaires

The gathering of data was generally unproblematic and only one organisation did not submit a questionnaire. The vast majority of organisations welcomed the audit and were, in the main, prompt and enthusiastic in their response. However, analysis of the questionnaires showed that the information provided was often incomplete. In particular, details of NGO staff qualifications, project income and expenditure, and the numbers of teachers reached by NGOs were often inadequate or not provided at all.

Self-report data

Another constraining factor was that the audit relied almost completely on self-report data. In some cases audited financial statements and annual reports were submitted. However in the limited time available they could not be used to cross-reference information provided in the questionnaires. The problem is compounded by the fact that many NGOs have not kept data on the numbers, names and profiles of teachers who have participated in their programmes. In some cases the information has been captured in the form of unprocessed teacher attendance registers and thus figures provided are not necessarily accurate. Even when this information was provided cross checking was not possible.

Commensurability of data

1. Courses offered

The Guide for Developing and Accrediting Non-formal Training Courses for Early Childhood Educators, 1994, outlines four levels (Level 1-4) of non-formal training courses. Details can be found in Chapter 4 below. However the interventions offered by NGOs vary a great deal. In particular, courses at the same level differ substantially with regard to length, duration, and course content. This often depends on the target beneficiaries and the distances they need to travel in order to attend training workshops. For example Level 1 programmes range from very brief interventions, such as eight monthly workshops per annum to intensive programmes conducted over 12 months with substantial classroom support. With regard to variation in course content, some agencies include financial and management training as part of a Level 2 or 3 programme, whilst other agencies provide financial and management training as separate workshops which participants do not need to attend to qualify for the given certificate.

2. Financial discrepancies

The financial years of NGOs also vary a great deal. For this reason, many NGOs were not able to provide accurate information on income and expenditure in 1994. In addition, as JET approves funds throughout the year, JET funding for 1994 was calculated as being the grant with the 'nearest fit'. It must be noted that in certain cases, JET funding is marked as R0. This is due to the project only being funded in 1995. For these reasons, it is necessary to treat training agencies' figures of 1994 income and proportion of JET funding with caution.

Although the above factors have been constraining factors, the audit provides the first attempt to obtain data of the ECD training provided by NGO agencies across all the provinces.

CHAPTER 3 : THE PROVIDERS

3.1 The location of ECD training agencies according to province

Table 1 shows the number and percentage of JET-funded ECD organisations based in each province.

Table 1: ECD projects based in each province - 1995

Province	No	%
Gauteng	15	28.30
North West	2	3.77
Northern Province	2	3.77
Mpumalanga	1	1.88
Free State	7	13.20
Kwazulu/Natal	8	15.09
Northern Cape	3	5.66
Western Cape	9	16.98
Eastern Cape	6	11.32
Total	53	100

Table 1 depicts a situation of great difference in terms of the location of ECD training agencies with Gauteng (28%), Western Cape (16%) and Kwazulu Natal (15%) being well-endowed and the Northern Province (3%), the North West (3%) and Mpumalanga (1%) being particularly poorly serviced. However, many of the NGOs in the well-endowed provinces also operate in other provinces. Table 2 suggests that NGO ECD training provision is a little more evenly distributed than seems the case from Table 1. **Appendix 1** provides a list of all the organisations in each province and where else they operate.

Table 2: Number of ECD projects based and operating in each province

Province	Based	Operating	Total
Gauteng	15	6	21
North West	2	5	7
Northern Province	2	5	7
Mpumalanga	1	7	8
Free State	7	3	10
Kwazulu/Natal	8	3	11
Northern Cape	3	2	5
Western Cape	9	1	10
Eastern Cape	6	2	8

3.2 Establishment dates of JET-funded ECD projects

The first training agency was established in 1972 and a further six agencies were set up by 1982. Twenty agencies were established between 1985 and 1989 and a further 24 between 1991 and 1993. Three more agencies started offering programmes in 1994 and 1995. Table 3 shows that most of the NGOs operating in the ECD sector were established after 1985 with the majority established in the nineties. The increase in the number of these NGOs from the mid-eighties could be attributed to the change in focus in the struggle against apartheid education when the slogan changed from education

before liberation to education for liberation. This shift was followed by an increase in the number of service organisations which emerged in response to the lack of provision of adequate education by the apartheid government. These became agents for offering alternative education and an increase in access to education and training.

Table 3: Establishment dates of JET-funded ECD projects

Year of establishment	No	%
1972	6	11.3
1985-1989	20	37.7
1991-1995	27	51
Total	53	100

Over the years, these ECD NGOs have accumulated a wealth of expertise in the ECD field, giving the present Department of Education a rich legacy of innovative and creative experience with regard to programme planning, curriculum design and teacher training as well as innovative ways of providing services to children.

CHAPTER 4 : PROGRAMMES OFFERED

4.1 Nature of programmes provided by JET-funded ECD projects

The Guide for Developing and Accrediting Non formal Training Courses for Early Childhood Educators identifies four levels of non-formal training.

Level 1: Introductory Courses

Short courses designed to equip participants with specific practical skills needed to carry out clearly defined duties, usually under supervision, in a particular type of early childhood development programme.

Such courses may be designed to train assistants working in established ECD centres who are not expected to carry major responsibility for programme implementation.

Level 2: Foundation Courses

Substantial practically-oriented training courses designed to equip participants with the knowledge and skills required to facilitate the all-round development of young children in an age-appropriate manner either directly (working with children) or indirectly through working with parents, child-minders and/or other community members. Duties include planning and implementing an early childhood programme according to clearly defined aims and objectives.

Level 2 courses provide training for fairly specific early childhood services in terms of the age of the children and/or programme setting, such as early childhood educators responsible for the care and development of a group of children aged between two and six years (group setting).

Level 3: Development Courses

Further training courses designed to extend participants' theoretical knowledge and understanding of issues in early childhood care and education, and to develop additional skills required to plan and implement high quality educational services for young children and/or the adults who care for them. Participants are expected to have completed relevant basic training.

Courses cover early childhood development and health care (work with children); parent education, community development, and advisory/training skills (work with adults); and administration and supervisory/managerial skills (work with systems), and may focus on skill development in one of these areas, e.g. reception class teaching.

Level 4: Advanced Courses

Advanced courses designed to deepen participants' theoretical knowledge in a particular area and develop high level skills related to programme development, research and evaluation, materials development, and/or project design and management.

Courses are designed for senior trainers; research and development staff responsible for training course design or early childhood curriculum/programme development and evaluation; senior administrative/managerial staff responsible for large-scale planning and monitoring (e.g. inspectors/planners), project design, or training centre management.

Though this guide provides a useful framework for developing courses, courses offered at the same level differ substantially across agencies with regard to length, duration and course content.

4.2 Number of programmes offered by JET-funded ECD projects

Table 4: Number of programmes offered at the various levels - 1994

Province	Level 1	Level 2	Level 3	Other	Total
Gauteng	14	13	3	12	42
North West	5	2	1	4	12
Northern Province	5	4	1	2	12
Mpumalanga	5	6	2	5	18
Free State	8	8	3	4	23
Kwazulu/Natal	8	9	5	8	30
Northern Cape	3	2	1	4	10
Western Cape	9	9	4	11	34
Eastern Cape	7	7	3	12	29
Total	64	60	24	62	210

Table 4 reveals that in 1994 a total of 210 Level 1, 2 and 3 and 'other' training programmes were offered by ECD NGOs. **Appendix 2** provides a breakdown of the nature and number of courses provided by each training agency. It must be noted that many NGOs offered similar programmes in a number of provinces. For example, Boitumelo Early Learning Centre, which is based in Gauteng, also offers Level 1 and 2 courses in the North West and Mpumalanga provinces. Grassroots, which is based in the Western Cape, also offers Organisational Development courses in six other provinces. Table 4 also shows that the majority of courses offered are at Level 1 and 2. This can be attributed mainly to the demand for initial training, especially in the rural communities and in situations where new programmes are being set up. Only 24 agencies offered Level 3 courses and none offered Level 4 courses. This suggests that there is a need for more agencies to develop capacity to offer Level 3 and advanced courses.

In recent years the experiences of ECD NGOs in the field have resulted in their offering additional courses. In appendix 2 these have been divided into committee training, orientation courses and 'other' courses. Courses offered under the category 'other' include management and financial training, toy-making, principals' training, first aid and health training, cooks' training, and anti-racism training.

Table 4 also shows that additional courses are mainly offered by projects based in Gauteng, Western Cape and Eastern Cape. This implies that the ECD beneficiaries in these provinces had a wider range of courses to choose from than other provinces.

4.3 Benefits accruing from the programmes

By offering these programmes, ECD projects have developed capacities and expertise that are an asset in the delivery of basic services in line with the reconstruction and development programme. The following are some of the contributions made and some of the expertise that can be found in these projects:

- ? Many people, mostly women, have been afforded increased employment opportunities through acquiring educare skills.
- ? Many 0-5 year olds are benefiting from the increased number of day-care centres and creches offering appropriate child-care.
- ? With the introduction of the feeding scheme by the Department of Health, some ECD projects became vehicles of delivery of food services. This new responsibility was easily fulfilled because of their strategic location in the community in terms of being in touch with the intended beneficiaries at grassroots level. For example, Boitumelo Early Learning Centre, a JET grantee,

- ? has been allocated a budget by the National Nutritional and Social Development Programme to supply food to 49 schools. In total, 2 500 children benefit from this scheme. In the Western Cape other JET grantees like ELRU and Ekuhlaleni are also involved in the delivery of such services.
- ? Many other projects that work closely with the Department of Welfare have realised the need to offer a course for cooks. In this way, people are equipped with cooking skills and knowledge of a balanced diet. Thusano Project, a JET grantee based in the Northern Cape, had 17 qualified cooks graduating at the end of 1995. Thus pre-school children are not only assured of structured intervention from trained tutors, but also of a well-balanced and nutritious diet from cooks.

CHAPTER 5 : TRAINEES

5.1 Number of trainees reached

Organisations were asked to provide figures of teachers trained in 1994 and 1995. The number of teachers reached by a single organisation in one year varies considerably, with one organisation reaching 2524 teachers altogether in 1995, whilst another trained ten teachers. Details of the numbers reached by each organisation can be found in Appendix 3. Tables 5 and 6 give the totals for each province for 1994 and 1995. It must be noted that the tables do not give any indication of the geographical distribution of teachers reached in each province but it is likely that the majority of the teachers reached are urban based.

Table 5: Number of trainees reached in 1994

Province	Level 1	Level 2	Level 3	Other	Total
Gauteng	500	225	0	114	839
North West	608	0	0	0	608
Northern Province	75	13	0	0	88
Mpumalanga	42	40	0	0	82
Free State	1451	214	10	250	1925
Kwazulu/Natal	1520	1368	311	112	3311
Northern Cape	166	0	0	65	231
Western Cape	637	231	480	2183	3531
Eastern Cape	860	455	24	728	2067
Total	5859	2546	825	3452	12682

Table 5 indicates that the total number of trainees reached by ECD NGOs in 1994 was 12 682. Of these, 9230 took part in Level 1, 2 and 3 courses. In addition there were 3452 participants in 'other courses' run for committee members and other ECD stakeholders including teachers. It can be seen that participants in these courses are concentrated in two of the provinces namely Western Cape and Eastern Cape. In 1994 94 % of participants in the orientation courses were trained by NGOs based in the Eastern Cape while 85 % of participants in committee training courses were trained by NGOs based in the Western Cape.

Table 6: Number of trainees reached in 1995

Province	Level 1	Level 2	Level 3	Other	Total
Gauteng	439	399	0	436	1274
North West	747	0	0	32	779
Northern Province	91	58	0	0	149
Mpumalanga	61	26	0	0	87
Free State	1977	290	23	181	2471
Kwazulu/Natal	1978	2055	550	224	4807
Northern Cape	97	46	0	39	182
Western Cape	739	644	736	1957	4076
Eastern Cape	724	522	30	703	1979
Total	6853	4040	1339	3572	15804

It can be seen in Table 6 that in 1995 all the provinces except for Northern Cape had an increase in the number of trainees they reached.

Table 7: Total numbers trained according to levels - 1994 and 1995

Year	Level 1	Level 2	Level 3	Other	Total	Staff	Staff: trainee ratio
1994	5859	2546	825	3452	12682		
1995	6853	4040	1339	3572	15804	889	1:18
Total	12712	6586	2164	7024	28464		

Table 7 shows that the total number of trainees reached increased from 12 682 in 1994 to 15 804 in 1995. In total 28 486 trainees went through the various JET-funded ECD programmes in 1994 and 1995. All these figures should however be treated with some caution for the following reasons. First, many organisations have poor record-keeping systems and the majority do not have a database of the trainees. This became apparent in the frequent inconsistencies in the reports of some agencies. Thus in some cases the figures quoted are no more than educated guesses. This factor is one of the weaknesses in NGOs data collection and often impacts negatively on their planning. Secondly, as mentioned in Chapter 2.2, there are considerable differences in the length, duration, and content of the programmes offered. Some programmes have a conspicuously high throughput of participants because of the content and nature of their programmes. It is also not possible to say that in each programme participants received the same or even similar training support.

Thirdly, it is in the interests of all organisational personnel to exaggerate the number of teachers reached. Many fieldworkers and co-ordinators are judged by the number of teachers reached and project managers are under pressure to present to donors what may be exaggerated teacher numbers.

Fourthly, there is a possibility of double counting, given the varied duration of courses. As some of the 'other' courses last only two weeks, there is a possibility that some teachers might have attended multiple short courses.

Despite these cautionary notes concerning the accuracy of the data, the number of trainees reached is substantial. The significance of the number of programmes offered, as well as the number of learners reached, is however undermined by the hiatus in the process of establishing quality control measures and accreditation procedures. Well over 20 000 trainees at different course levels have now been through unaccredited courses.

The questions that emerge are:

- ? What is going to happen when formal state accreditation is put in place? Will these trainees have to be re-assessed, and what are the implications of this in terms of the resources needed to take them through the accreditation course?
- ? Given that some projects might not survive the post-JET era, what will happen to learners that were trained by agencies that are no longer operating?

5.2 Admission criteria

Factors such as the geographical location or origin of trainees and the literacy level in the community seem to play a role in the setting of admission criteria for all the projects. The admission criteria for ECD courses can generally be divided into two categories. One is the

academic qualification of participants and the second is work experience. The academic qualification required for participants in ECD for training varied from as low as basic literacy to as high as Std 10. In terms of working experience, the most common criterion is attachment to an ECD project or pre-school. This is enforced to ensure that whatever trainees learn from the training programmes should have immediate use.

Some additional criteria employed by projects include selection by the community or English literacy. Whilst these varied criteria serve the purpose of opening access to those who would otherwise not been afforded an opportunity to obtain formal training, they have the limitation-of forcing training agencies to pitch the courses to the level and standard of trainees, sometimes at the expense of quality. The trainees would also have limited chances of furthering their studies elsewhere with their low academic qualifications. When formal accreditation is put in place, standard admission criteria will also have to be outlined.

CHAPTER 6 : STAFFING

This chapter presents staff data for 1995. Information received for 1994 was incomplete and has therefore been excluded.

6.1 Number of personnel employed by JET-funded ECD training agencies

Table 8 shows that the total number of people employed by ECD training agencies in July 1995 was 889. Of these 671 were involved with the delivery of the programmes, that is curriculum or materials development, presenting courses or providing classroom-based support. The other employees were concerned with the finances and administration of the organisations and a small minority with service functions (drivers, cooks, gardeners etc.). A breakdown of the staff employed by each training agency can be found in **Appendix 4**.

Table 8: Number of personnel employed by ECD projects - 1995

Province	Programme	Admin.	Service	Total
Gauteng	130	29	19	178
North West	51	9	9	69
Northern Province	18	4	3	25
Mpumalanga	3	4	0	7
Free State	114	10	8	132
Kwazulu/Natal	146	27	14	187
Northern Cape	7	2	0	9
Western Cape	115	41	14	170
Eastern Cape	87	16	9	112
Total	671	142	76	889

6.2 Staff composition by gender and race

Table 9: Staff composition by gender - 1995

Gender	Number	Percentage
Male	159	17.9
Female	730	82.1
Total	889	100

Table 9 shows that the majority of staff members (82.1%) in the ECD field are women. The dominance of women in NGOs, especially in this field supports the traditionally held view that associates child-minding with women.

Table 10: Staff composition by race - 1995

Race	Number	Percentage
African	531	59.6
Coloured	29	3.3
Indian	88	9.7
White	241	27.4
Total	889	100

Table 10 shows that Africans constituted the majority of staff members (59.6%) in this sector; followed by whites (27.4%).

6.3 Post levels by race and gender

Data on post levels has been restricted to the top four senior posts of programme staff. The numbers also differ from those in Tables 8-10 since not all the agencies provided post level data according to race and gender. Table 11 shows that, whereas Africans constituted the majority in this sector, they were not dominant in terms of the composition of the directorship posts. They constituted 23% at this post level, whites constituted 53%, coloureds 14% and Indians 9%. Conversely, 62% of the co-ordinators were African and 27% were white.

Table 11: Post levels of programme staff according to race - 1995

Post level	African	Coloured	Indian	White	Total
Directors	10 (23%)	6 (14%)	4 (9%)	23 (53%)	43
Co-ordinators	52 (62%)	6 (7%)	3 (4%)	23 (27%)	84
Trainers	213 (68%)	19 (6%)	7 (2%)	76 (24%)	315
Field workers	117 (88%)	10 (8%)	1 (1%)	4 (3%)	132
Total	392	41	16	126	574

The following factors should be considered in interpreting data related to staff composition.

First, the fact that most NGO activities in South Africa service black communities, makes it unsurprising that the staff should be predominantly black, particularly African.

Secondly, in relation to post level designations, some projects use different designations for the same post levels. For example, some could have a co-ordinator performing the same function as a director and vice versa. Thus some of the staff members designated co-ordinators might be acting as directors, which would change the racial breakdown of post levels.

Thirdly, the dominance of whites at director level could be a reflection of qualifications and skills needed to run NGOs, whilst the lower number of black directors could be an indication of a need for development in this sector as well as a result of the brain drain of qualified black people to senior posts in government.

Table 12 shows that women constituted 91 % of programme staff. Given their predominance in this sector, it goes without saying that they will be dominant in all the post levels. It should be noted however that at director level the proportion of males is slightly higher than at the other levels.

Table 12: Post levels of programme staff according to gender - 1995

Post level	Female	Male	Total
Directors	30 (70%)	13 (30%)	43
Co-ordinators	76 (90%)	8 (10%)	84
Trainers	293 (93%)	22 (7%)	315
Field Workers	123 (93%)	9 (7%)	132
Total	522 (91%)	52 (9%)	574

6.4 Academic qualifications of programme staff

Table 13 depicts the academic qualifications of programme staff. However, many NGOs did not include the qualifications of all the programme staff, hence the discrepancy between the number of programme staff in this table, i.e. 565, and the total number of programme staff depicted in Table 8, i.e. 671.

Table 13: Academic qualifications of programme staff - 1995

Qualification	Number	%
< Std10	187	33.04
Std 10	173	30.63
Diploma	108	19.16
Degree	73	12.92
B.Ed/Honours	10	1.77
Masters	14	2.48
Total	565	100

Table 13 indicates that the majority of programme staff (64%) have Std 10 and below. Thirty-two per cent of staff have a diploma or first degree, whereas only a few (4%) have post-graduate qualifications. An important quality and policy question to be considered in the setting of standards for ECD is, what would be the appropriate level of qualification for an ECD teacher educator?

6.5 Teaching experience of programme staff

Table 14 depicts the teaching experience of programme staff. Again many NGOs did not include the teaching experience of all the programme staff, hence the discrepancy in total numbers between the various tables. Moreover, it must be noted that the teaching experience of programme staff includes teaching at pre-primary, primary and high school levels.

Table 14: Teaching experience of programme staff - 1995

Years of experience	Number	%
< 5 years	183	42.26
5 to 10 years	88	20.32
11 years +	162	37.26
Total	433	100

The table depicts the teaching experience of 433 programme staff. One organisation did not provide the required information in the Northern Province; neither did three organisations in Kwazulu/ Natal, three organisations in the Western Cape and one organisation in the Eastern Cape.

The figures show a fair spread of experience among the 433 programme staff whose details were provided.

Appendix 5 provides a breakdown of the qualifications and teaching experience of programme staff employed by each training agency.

6.6 Trainer : trainee ratio

The total staff figure for 1995 divided into the total trainee figure of 15804 gives a staff:trainee ratio of 1:18. The ratio of programme staff to trainees was 1:27. The question that emerges is, what is a viable trainer:trainee ratio within the ECD sector? The Interim Policy for Early Childhood Development only touches on teacher:pupil ratio and says nothing about the ratio at training level. Until the sector is regulated and clear policy is outlined in terms of accreditation and length of courses, it will be difficult to work out an appropriate ratio. This difficulty is compounded by the fact that the duration of courses differs across various agencies, and agencies work with different groups in one academic year. The different lengths of courses also makes it difficult to establish the cost of producing a qualified ECD practitioner at different levels.

Given the fragmented state of ECD provision, there are obviously various factors that impact on any decision regarding the ideal ratio in this sector. These factors include the level of development of the community the programme is delivered in, as well as the literacy level and the entrance level of trainees. For example, it might not be fair to apply the same ratio in a situation where the entrance level is as low as Std 5 or basic literacy and in another situation where the entrance level is Std 10. In these situations the outcomes will obviously be different.

Another factor to be considered in determining an appropriate ratio is the in-school support trainers provide to trainees. Training in the ECD sector is mainly in-service, and ongoing support to trainees is vital. Thus the numbers of trainees that trainers have to deal with and the time needed to offer meaningful in-school support to both present and past trainees are crucial in determining the ratio.

Furthermore, the qualification and experience of trainers, and thus their competencies, should also guide a decision of the ideal number of learners a teacher educator can deal with.

CHAPTER 7 : FINANCE

This chapter presents the sources of revenue and per capita cost of the projects surveyed. Information is limited to 1994 as comprehensive financial information for 1995 was unavailable at the time of the survey.

7.1 Income of JET-funded ECD projects

Financial support for ECD training agencies comes from a number of sources (see Table 15). and amounted to R37 077 959 in 1994. The amount received per province is clearly disproportionate to the number of organisations based in each province. However, it must be remembered that many NGOs provide support to teachers in other provinces.

Table 15(a): Income of ECD projects (rands) - 1994

Province	Government	Foreign donors	Local donors*	IDT	Services sold	Other	Total
Gauteng	50000	1822783	4516913	13000	150778	302736	6856210
North West	0	573458	2675882	0	93113	60264	3402717
N. Province	0	51696	503776	0	7315	566	563353
Mpumalanga	0	87604	0	0	20270	600	108474
Free State	0	533390	2862695	34600	152834	106639	3690158
Kw/Natal	0	1432036	2515211	75000	834330	310893	5167470
N. Cape	0	50000	325000	75000	465	35848	486313
W. Cape	80342	4617739	4424915	172123	422353	1079402	10796874
E. Cape	0	1552761	3840162	0	283309	330158	6006390
Total	130342	10721467	21664554	369723	1964767	2227106	37077959

Table 15(b): Ranking of contribution of various sources to the income of ECD projects - 1994

Source	Amount (rand)	%
Local donors*	21664554	58.42
Foreign donors	10721467	28.95
Other**	2596829	6.99
Services sold	1964787	5.29
Government	130342	0.35
Total	37077959	100

*Includes JET which at R11 683 000 constitutes 31.5% of all funding for the sector (see Table 16).

** Includes IDT whose contribution was 1% of the total amount, as well as individual donations and fundraising

These tables show that local corporate funders are the biggest source of income for ECD training agencies. In 1994, they provided 58% of the total income while the other large contributor, foreign funders, provided 28% of the funding. Government contributed 0,35% of the total, and self-generated income 5,3 %. The low proportion of income generated by the organisations from the sale of services or materials is of some concern. It is particularly worrying in view of the present uncertainty of funding. If there is to be coherent and sustainable training within the ECD sector, both government contribution and generation of private income will be crucial.

Furthermore, the costs of ECD training programmes have as yet not come under public scrutiny. It is clear that most NGOs do not know the costs of their services. Should training agencies be called

to tender for national and provincial government contracts, they will need to cost their services. Establishing unit costs or per capita costs is extremely difficult. Different cost structures have to be worked out for different activities. A one-day workshop for 40 teachers cannot be compared to an intensive two-week programme with follow-up support for 10 teachers.

It is unlikely that organisations will be able to move to complete independence of donor support as NGOs tend to work among poor teachers who cannot pay for the courses. In many cases organisations even pay the transport, accommodation and refreshment costs of teachers. In order to ensure the sustainability of these training agencies, it will be necessary for participants, parents-of children in ECD centres, and education departments to make some contribution to the programme costs.

7.2 JET funding of ECD projects - 1994

Table 16 shows the proportion of JET funding in relation to the total income of those training agencies which received JET funds in 1994. The table shows that JET contributed 31.51 % of the total income of the projects concerned.

Table 16: JET funding and total income of ECD projects - 1994.

Province	JET funding	Total income	% of JET contribution
Gauteng	2679221	6856210	39.08
North West	1246300	3402717	36.63
Northern Province	387276	563353	68.74
Mpumalanga		108474	0
Free State	1628310	3690158	44.13
Kwazulu/Natal	1466120	5167470	28.37
Northern Cape	195000	486313	40.10
Western Cape	1650545	10796874	15.28
Eastern Cape	2430859	6006390	40.47
Total	11683631	37077959	31.51

7.3 Per capita costs of JET-funded projects

Table 17 shows the average per capita cost of training in each province.

Table 17: Per capita costs of JET-funded projects - 1994

Province	No of learners	Expenditure (rand)	Per capita cost (rand)
Gauteng	839	5333509	6 357
North West	608	3321020	5 462
Northern Province	88	318116	3 615
Mpumalanga	82	109282	1 333
Free State	1925	9081927	1 678
Kwazulu/Natal	3311	18163854	1 446
Northern Cape	231	36327708	1 443
Western Cape	3531	72655416	2 944
Eastern Cape	2067	145310832	2 933
Total	12862	290621664	2 672

Table 17 shows that the national average per capita cost of training an ECD teacher was R2672. The table further reveals some variations in the cost per province. These vary from as high as R6357 in Gauteng-based projects to as low as R1333 in Mpumalanga province.

Some caution needs to be applied in interpreting these figures. Firstly; training in this sector does not happen on a daily basis; in some agencies it happens on a weekly or monthly basis. Secondly, there is no indication of what expenditure entails.

It would be interesting to know what makes the per capita cost in Gauteng double that of the other seven provinces, especially as the number of trainees in Gauteng was not among the highest in this sector.

Despite these unclarified issues, it will be important to establish what a cost-effective *ECD* training per teacher would be. This is important as government gears itself to be formally involved in the provision of *ECD*. For proper planning and budgeting, the cost of producing a teacher would have to be established.

CHAPTER 8 : CONCLUSION

This report has provided an overview of the JET-funded ECD projects in terms of their numbers, their provincial spread, the types of courses offered and the personnel involved as well as the income and expenditure of these programmes. It must be stressed that this is not an exhaustive picture of ECD projects in South Africa, but the projects surveyed represent a large part (81 %) of all the projects operating in the ECD sector in 1995.

This audit makes the following contribution to the field of ECD in South Africa:

- ? it maps the extent of JET-funded ECD teacher training provision in South Africa; and
- ? it lays a basis for further work in this sector. This will be important for the development of ECD policy.

Donors have invested considerable money in developing the physical resources and infrastructure of ECD projects. These resources could form an important base for the government's involvement in the sector. The audit revealed that some 28 000 teachers received ECD training from the projects surveyed during 1994 and 1995. Moreover the substantial contribution of JET in the development of the sector was highlighted.

Issues needing attention

The distribution of projects across provinces

It is evident from this report that there are provinces that are well-endowed with projects whereas some are still under-developed. Government's intervention in this sector should aim at redressing these inequalities to ensure that all children benefit from ECD projects.

Programmes

The audit has shown that there is great variation in the types of courses offered. A policy needs to be developed in terms of the duration, content and levels of courses and mode(s) of delivery, relative to accreditation.

Staffing

Another policy issue to be considered pertains to the relevant experience required and the appropriate qualifications for an ECD teacher educator. Furthermore, an appropriate trainer:teacher ratio needs to be worked out.

The funding situation

1. ECD projects rely heavily on donor funding, which constituted 87% of the income of all projects in 1994. The policy of many donor agencies has been to fund projects for a finite period. It is hoped that during this time the project will be assisted in building the necessary infrastructure and broadening its funding base to be able to continue offering services beyond the donor's involvement. Some progress can be recorded in that some projects have developed and broadened their funding base. There are however projects, mostly located in the rural areas, that have thus far not developed the capacity to survive in this period of drying up of funding for NGOs. Unfortunately the state machinery has not yet developed to a position where it can take over from private donors. As a result it seems inevitable that much of the infrastructure and capacity that has been developed during the private donors' intervention, will be lost to communities. It is this situation that needs serious attention at this time.

APPENDIX 1: ECD TRAINING ORGANISATIONS BY PROVINCE

GAUTENG

Organisation	Also operating in
African Self Help (ASHA)	
Baobab Community College	
Boitumelo Early Learning Centre	North West, Mpumalanga
Bureau for Inservice Teacher Development (BITED)	Mpumalanga
Grow Early Learning Centre	
Home Instruction for Preschool Youngsters (HIPPY) - S.A.	North West Province
Katlehong Early Learning Resource Unit (KELRU)	
Learning for All Trust	Mpumalanga
M. T. Training Centre	
MATAL S.A Preschool Programme	
Motheo Preschool After Day Care	
Redhill School	
Thabong Educare Resource Centre	
The Learning Project	
Wozo'bona	Northern Province, Free State

NORTH WEST PROVINCE

Organisation	Also operating in:
Nyologang Educare Training Project	Lesotho
Small Beginnings Early Childhood Development Trust	Gauteng, Mpumalanga, Northern Province

NORTHERN PROVINCE

Organisation	Also operating in:
African Child Development Trust	North West, Gauteng
Project for the Establishment of Preprimary and Primary Schools (PEPPS)	

MPUMALANGA

Organisation	Also operating in:
Ntataise Lowveld	

FREE STATE

Organisation	Also operating in:
Educare Development Trust (EDU)	
Home Instruction for Preschool Youngsters (HIPPY) - Bloemfontein	
Kgutlo Tharo Educare and Resource Centre	Gauteng
Lesedi Educare Association	
Ntataise Trust	Mpumalanga, Northern Province, Kwazulu/Natal
Ntsoanatsatsi Educare Trust	
Tshepang Trust	

KWAZULU/NATAL

Organisation	Also operating in:
Access College	
Centre for Cognitive Development - ECD programme	Gauteng, Western Cape
Community and Family Centre	
Community Education and Development Trust	
Empangeni Community Development Association	
Little Elephant / TREE Centre for Early Education (LETCEE)	
Natal Early Learning Resource Unit (NELRU)	
TREE	Eastern Cape, Mpumalanga, Swaziland

NORTHERN CAPE

Organisation	Also operating in:
Noordweste Sentrum vir Voorskoolse Ontwikkeling (NOSVO)	
Northern Cape Educare Training Agency (NCET)	
Thusano	

WESTERN CAPE

Organisation	Also operating in:
Educational Project (Edupro)	
Alpha Community Projects	
Ekuhlaleni Community Projects	
Grassroots	Gauteng, Northern Province, North West, Northern Cape, Free State, Kwazulu/Natal
Karoo Assosiasie vir Voorskoolse Ontwikkeling (KAVO)	
Klein Karoo Preschool Resource Centre	
The Early Learning Resource Unit (ELRU)	Gauteng, Northern Province, North West, Northern Cape, Eastern Cape, Mpumalanga, Kwazulu/Natal, Free State and surrounding countries.
The Rudolf Steiner Centre for Teacher Education	
Western Cape Foundation for Community Work (FCW)	

EASTERN CAPE

Organisation	Also operating in:
Centre for Social Development (CSD) - Rhodes University	
Community and Child Development Centre (CCDC)	
Khululeka Community Education Development Centre	
Masikule Early Childhood Development Centre	
P.E. Early Learning Centre	
Phumelela Community Training Centre	

APPENDIX 2 : PROGRAMMES OFFERED BY EACH PROJECT

GAUTENG

Organisation	Level I	Level II	Level III	Committee	Orientation	Other
African Self Help	√	√				-Sewing, arts & crafts -Level I (Outreach)
Baobab	√	√			√	-Foundation (Orientation) -Childminders -Nurseryschool Apprenticeship
Boitumelo	√	√				
BITED						-Diploma Preprimary Education
Grow.	√					
HIPPY - S.A.	√					
KELRU	√					
Learning for All		√				-Care Club Programme -Stewards Course
M. T. Training Cent.		√				
MATAL S.A		√				
Motheo		√				
Redhill School	√	√				
Thabong	√	√				
The Learning Project	√					
Wozo'bona	√	√				
TOTAL	10	10	0	0	1	8

NORTH WEST PROVINCE

Organisation	Level I	Level II	Level III	Commit-tee	Orientation	Other
Nyologang	√				√	-Dynamic Parenthood
Small Beginnings	√					
TOTAL	2	0	0	0	1	1

NORTHERN PROVINCE

Organisation	Level I	Level II	Level III	Committee	Orientation	Other
African Dev. Trust	√					

PEPPS	√	√				
TOTAL	2	1	0	0	0	0

MPUMALANGA

Organisation	Level I	Level II	Level III	Committee	Orientation	Other
Ntataise Lowevelde	√	√				
TOTAL	1	1	0	0	0	0

FREE STATE

Organisation	Level I	Level II	Level III	Committee	Orientation	Other
EDU	√	√		√		
HIPPY - Bloem.	√	√	√			
Kgutlo Tharo	√	√	√	√		
Lesedi	√	√				
Ntataise Trust	√	√				
Ntsoanatsatsi	√					
Tshepang Trust	√	√				
TOTAL	7	6	2	2	0	0

KWAZULU/NATAL

Organisation	Level I	Level II	Level III	Committee	Orientation	Other
Access College		√				
CCD - Umlazi	√	√	√			
Comm. & Family Cen.	√	√				-Management training -Childminding
CEDT	√	√			√	
Empangeni Assoc.	√					
Little Elephant	√	√	√			
NELRU	√	√	√	√		-Office & Administration
TREE	√	√	√			-Higher Educare Level IV
TOTAL	7	7	4	1	1	4

NORTHERN CAPE

Organisation	Level I	Level II	Level III	Committee	Orientation	Other
NOSVO	√	√				
NCET	√					
Thusano	√			√		-Cooks & assistant training
TOTAL	3	1	0	1	0	1

WESTERN CAPE

Organisation	Level I	Level II	Level III	Committee	Orientation	Other
Alpha	√	√	√			
Edupro	√	√		√		-Principal Training
Ekuhlaleni	√			√		
ELRU National		√	√			-Anti Racism
ELRU Local	√	√	√			
FCW	√	√	√			
Grassroots Local	√	√				-Financial training -Organisational development -Health & First Aid -Home Educare
Grassroots National						-Organisational Development
KAVO	√			√		
Klein Karoo Centre	√	√				
Rudolf Steiner Centre		√				-Diploma in ECD
TOTAL	8	8	4	3	0	8

EASTERN CAPE

Organisation	Level I	Level II	Level III	Committee	Orientation	Other
CCDC	√	√	√			-Regional programme -Distance programme -Outreach programme
CSD - Rhodes	√	√				
Khululeka	√	√				-Education for Life -ECD Capacity Building
Masikule	√	√		√	√	-Parent Educare -Specialisation options
P.E. ECL	√	√		√		-Home based course
Phumelela	√					
TOTAL	6	5	1	2	1	8

**APPENDIX 3 : NUMBER OF TRAINEES REACHED BY EACH PROJECT,
1994 AND 1995**

GAUTENG

1994

Organisation	Level I	Level II	Level III	Committee	Orientation	Other	Total
African Self Help	31	21	0	0	0	70	122
Baobab	12	0	0	0	9	35	56
Boitumelo	75	25	0	0	0	0	100
BITED	0	0	0	0	0	0	0
Grow	54	0	0	0	0	0	54
HIPPY - S.A.	69	0	0	0	0	0	69
KELRU	32	0	0	0	0	0	32
Learning for All Trust	0	79	0	0	0	0	79
M. T. Training Centre	0	60	0	0	0	0	60
MATAL S.A	100	0	0	0	0	0	100
Motheo	0	10	0	0	0	0	10
Redhill School	22	0	0	0	0	0	22
Thabong	37	30	0	0	0	0	67
The Learning Project	17	0	0	0	0	0	17
Wozo'bona	51	0	0	0	0	0	51
TOTAL	500	225	0	0	9	105	839

1995

Organisation	Level I	Level II	Level III	Committee	Orientation	Other	Total
African Self Help	30	45	0	0	0	92	167
Baobab	3	3	0	0	23	39	68
Boitumelo	54	29	0	0	0	0	83
BITED	0	0	0	0	0	32	32
Grow	76	0	0	0	0	0	76
HIPPY - S.A.	31	0	0	0	0	0	31
KELRU	23	0	0	0	0	0	23
Learning for All Trust	0	82	0	0	0	250	332
M. T. Training Centre	0	180	0	0	0	0	180
MATAL S.A	60	0	0	0	0	0	60
Motheo	0	38	0	0	0	0	38
Redhill School	15	8	0	0	0	0	23
Thabong	41	0	0	0	0	0	41
The Learning Project	47	0	0	0	0	0	47
Wozo'bona	59	14	0	0	0	0	73
TOTAL	439	399	0	0	23	413	1274

NORTH WEST PROVINCE

1994

Organisation	Level I	Level II	Level III	Committee	Orientation	Other	Total
Nyologang	227	0	0	0	0	0	227
Small Beginnings	381	0	0	0	0	0	381
TOTAL	608	0	0	0	0	0	608

1995

Organisation	Level I	Level II	Level III	Committee	Orientation	Other	Total
Nyologang	245	0	0	0	17	15	277
Small Beginnings	502	0	0	0	0	0	502
TOTAL	747	0	0	0	17	15	779

NORTHERN PROVINCE

1994

Organisation	Level I	Level II	Level III	Committee	Orientation	Other	Total
African Child	75	0	0	0	0	0	75
PEPPS	0	13	0	0	0	0	13
TOTAL	75	13	0	0	0	0	88

1995

Organisation	Level I	Level II	Level III	Committee	Orientation	Other	Total
African Child	66	0	0	0	0	0	66
PEPPS	25	58	0	0	0	0	83
TOTAL	91	58	0	0	0	0	149

MPUMALANGA

1994

Organisation	Level I	Level II	Level III	Committee	Orientation	Other	Total
Ntataise Lowevelde	42	40	0	0	0	0	82
TOTAL	42	40	0	0	0	0	82

1995

Organisation	Level I	Level II	Level III	Committee	Orientation	Other	Total
Ntataise Lowevelde	61	26	0	0	0	0	87
TOTAL	61	26	0	0	0	0	87

FREE STATE

1994

Organisation	Level I	Level II	Level III	Committee	Orientation	Other	Total
EDU	200	80	0	250	0	0	530
HIPPY - Bloemfontein	880	50	10	0	0		940
Kgutlo Tharo	39	29	0	0	0	0	68
Lesedi Educare Association	38	0	0	0	0	0	38
Ntataise Trust	287	42	0	0	0	0	329
Ntsoanatsatsi	0	0	0	0	0	0	0
Tshepang Trust	7	13	0	0	0	0	20
TOTAL	1451	214	10	250	0	0	1925

1995

Organisation	Level I	Level II	Level III	Committee	Orientation	Other	Total
EDU	190	90	0	136	0	0	416
HIPPY - Bloemfontein	1180	62	13	0	0	0	1255
Kgutlo Tharo	25	47	10	45	0	0	127
Lesedi Educare Association	111	37	0	0	0	0	148
Ntataise Trust	345	50	0	0	0	0	395
Ntsoanatsatsi	120	0	0	0	0	0	120
Tshepang Trust	6	4	0	0	0	0	10
TOTAL	1977	290	23	181	0	0	2471

KWAZULU/NATAL

1994

Organisation	Level I	Level II	Level III	Committee	Orientation	Other	Total
Access College	0	345	0	0	0	0	345
CCD - Umlazi	148	148	86	0	0	0	382
Comm.&Family Cent.	133	0	0	0	0	49	182
CEDT	152	19	0	0	19	0	190
Empangeni Assoc.	18	0	0	0	0	0	18
Little Elephant	22	9	11	0	0	0	42
NELRU	30	0	115	20	0	24	189
TREE	1017	847	99	0	0	0	1963
TOTAL	1520	1368	311	20	19	73	3311

KWAZULU/NATAL continued

1995

Organisation	Level I	Level II	Level III	Committee	Orientation	Other	Total
Access College	0	786	0	0	0	0	786
CCD - Umlazi	68	68	226	0	0	0	362
Comm.&Family Cent.	393	16	0	0	0	25	434
CEDT	182	38	0	0	0	16	236
Empangeni Assoc.	20	0	0	0	0	0	20
Little Elephant	71	24	46	0	0	0	141
NELRU	15	110	143	20	0	16	304
TREE	1229	1013	135	0	0	147	2524
TOTAL	1978	2055	550	20	0	204	4807

NORTHERN CAPE

1994

Organisation	Level I	Level II	Level III	Committee	Orientation	Other	Total
NOSVO	80	0	0	0	0	0	80
NCET	61	0	0	0	0	0	61
Thusano	25	0	0	65	0	0	90
TOTAL	166	0	0	65	0	0	231

1995

Organisation	Level I	Level II	Level III	Committee	Orientation	Other	Total
NOSVO	20	46	0	0	0	0	66
NCET	56	0	0	0	0	0	56
Thusano	21	0	0	21	0	18	60
TOTAL	97	46	0	21	0	18	182

WESTERN CAPE

1994

Organisation	Level I	Level II	Level III	Committee	Orientation	Other	Total
Alpha	33	21	16	0	0	0	70
Edupro	30	30	0	60	0	16	136
Ekuhlaleni	58	0	0	100	0	0	158
ELRU National	0	42	409	0	0	80	531
ELRU Local	152	105	35	0	0	0	292
FCW	0	23	20	0	0	0	43
Grassroots Local	302	0	0	0	0	1657	1959
Grassroots National	0	0	0	0	0	115	115
KAVO	27	0	0	120	0	0	147
Klein Karoo Centre	35	0	0	0	0	0	35
Rudolf Steiner Centre	0	10	0	0	0	35	45
TOTAL	637	231	480	280	0	1903	3531

WESTERN CAPE continued

1995

Organisation	Level I	Level II	Level III	Committee	Orientation	Other	Total
Alpha	92	42	19	0	0	0	153
Edupro	30	30	0	30	0	16	106
Ekuhlaleni	30	0	0	120	0	0	150
ELRU National	0	73	669	0	0	0	742
ELRU Local	95	88	24	0	0	0	207
FCW	16	0	24	0	0	0	40
Grassroots Local	352	361	0	0	0	1713	2426
Grassroots National	0	0	0	0	0	11	11
KAVO	99	0	0	9	0	0	108
Klein Karoo Centre	25	40	0	0	0	0	65
Rudolf Steiner Centre	0	10	0	0	0	58	68
TOTAL	739	644	736	159	0	1798	4076

EASTERN CAPE

1994

Organisation	Level I	Level II	Level III	Committee	Orientation	Other	Total
CCDC	86	33	24	0	0	100	243
CSD - Rhodes	43	40	0	0	0	0	83
Khululeka	12	64	0	0	0	0	76
Masikule	469	237	0	75	469	22	1272
P.E. ECL	209	81	0	18	0	44	352
Phumelela	41	0	0	0	0	0	41
TOTAL	860	455	24	93	469	166	2067

1995

Organisation	Level I	Level II	Level III	Committee	Orientation	Other	Total
CCDC	68	70	30	0	0	258	426
CSD - Rhodes	41	41	0	0	0	0	82
Khululeka	119	60	0	0	0	107	286
Masikule	178	270	0	32	178	51	709
P.E. ECL	224	81	0	13	0	64	382
Phumelela	94	0	0	0	0	0	94
TOTAL	724	522	30	45	178	480	1979

APPENDIX 4 : NUMBER OF STAFF EMPLOYED BY EACH PROJECT

In the tables below, full-time staff are represented by F and part-time staff by P. The total number of full- and part-time staff is represented in parentheses.

GAUTENG

Organisation	Programme Staff	Administration Staff	Service Staff	Total
African Self Help	8F	3F	4F	15F (15)
Baobab	7F	3F	2P	10F, 2P (12)
Boitumelo	16F	3F; 2P	2P	19F, 4P (23)
BITED	1F; 14P	1F	0	2F, 14P (16)
Grow	4F; 7P	2F; 1P	1F	7F, 8P (15)
HIPPY - S.A.	14F	2P	2F	16F, 2P (18)
KELRU	12F	0	0	12F (12)
Learning for All Trust	4F	1P	0	4F, 1P (5)
M. T. Training Centre	4F	1F	0	5F (5)
MATAL S.A	1F, 15P	1P	0	1F, 16P (17)
Motheo	5F	1F; 1P	2F; 1P	8F, 2P (10)
Redhill School	3F	2F	2P	5F, 2P (7)
Thabong	5F	2F; 1P	1F; 1P	8F, 2P (10)
The Learning Project	4F	1P	0	4F, 1P (5)
Wozo'bona	6F	1F	1P	7F, 1P (8)
TOTAL	94F, 6P (130)	19F, 10P (29)	10F, 9P (19)	123F, 55P (178)

NORTH WEST PROVINCE

Organisation	Programme Staff	Administration Staff	Service Staff	Total
Nyologang	15F; 1P	2F	2F	19F, 1P (20)
Small Beginnings	35F	7F	1F; 6P	43F, 6P (49)
TOTAL	50F, 1P (51)	9F (9)	3F, 6P (9)	62F, 7P (69)

NORTHERN PROVINCE

Organisation	Programme Staff	Administration Staff	Service Staff	Total
African Child	3F, 7P	1F	3P	4F, 10P (14)
PEPPS	8F	3P	0	8F, 3P (11)
TOTAL	11F, 7P (18)	1F, 3P (4)	3P (3)	12F, 13P (25)

MPUMALANGA

Organisation	Programme Staff	Administration Staff	Service Staff	Total
Ntataise Lowevelde	3F	4P	0	3F, 4P (7)
TOTAL	3F (3)	4P (4)	0	3F, 4P (7)

FREE STATE

Organisation	Programme Staff	Administration Staff	Service Staff	Total
EDU	8F	1F; 1P	0	9F, 1P (10)
HIPPY-Bloem	13F; 62P	1F	1P	14F, 63P (77)
Kgutlo Tharo	6F	1P	1F; 2P	7F, 3P (10)
Lesedi	3F; 1P	1P	0	3F, 2P (5)
Ntataise Trust	11F	2F; 1P	3P	13F, 4P (17)
Ntsoanatsatsi	7F	1F	1F	9F (9)
Tshepang Trust	3F	1P	0	3F, 1P (4)
TOTAL	51F, 63P (114)	5F, 5P (10)	2F, 6P (8)	58F, 74P (132)

KWAZULU/NATAL

Organisation	Programme Staff	Administration Staff	Service Staff	Total
Access College	3F; 25P	1F; 4P	0	4F, 29P (33)
CCD - Umlazi	12F	6F	0	18F (18)
Comm & Family Centre	5F	2F; 1P	2P	7F, 3P (10)
CEDT	10F	3F; 1P	3F; 1P	16F, 2P (18)
Empangeni	1F	2P	0	1F, 2P (3)
Little Elephant	3F	1P	1P	3F, 2P (5)
NELRU	7F; 2P	1F	1P	8F, 3P (11)
TREE	75F; 3P	5F	6F	91F, 3P (94)
TOTAL	116F, 30P (146)	18F, 9P (27)	9F, 5P (14)	143F, 44P (187)

NORTHERN CAPE

Organisation	Programme Staff	Administration Staff	Service Staff	Total
NOSVO	4F	1F	0	5F (5)
NCET	2F	1F	0	3F (3)
Thusano	1F	0	0	1F (1)
TOTAL	7F (7)	2F (2)	0	9F (9)

WESTERN CAPE

Organisation	Programme Staff	Administration Staff	Service Staff	Total
Alpha	6F	1F; 1P	2F	9F, 1P (10)
Edupro	4F	2F	1P	6F, 1P (7)
Ekuhlalani	4F	1F; 1P	1F; 1P	6F, 2P (8)
ELRU	21F; 7P	3F; 1P	2P	24F, 10P (34)
FCW	10F	3F; 1P	1F	14F, 1P (15)
Grassroots	45F	20F	3F	68F (68)
KAVO	5F	3F	1F	9F (9)
Klein Karoo Centre	4F	1P	1P	4F, 2P (6)
Rudolf Steiner	6F; 3P	2F; 1P	1F	9F, 4P (13)
TOTAL	105F, 10P (115)	35F, 6P (41)	9F, 5P (14)	149F, 21P (170)

EASTERN CAPE

Organisation	Programme Staff	Administration Staff	Service Staff	Total
CCDC	24F	4F; 3P	2P	28F, 5P (33)
CSD - Rhodes	9F	1F	2P	10F, 2P (12)
Khululeka	21F	4F	2P	25F, 2P (27)
Masikule	12F; 1P	2F	2F	16F, 1P (17)
P.E. ELC	13F	1F	1P	14F, 1P (15)
Phumelela	7F	1F	0	8F (8)
TOTAL	86F, 1P (87)	13F, 3P (16)	2F, 7P (9)	101F, 11P (112)

APPENDIX 5 : QUALIFICATIONS AND TEACHING EXPERIENCE OF PROGRAMME STAFF

GAUTENG

Qualifications

Organisation	< Std 10	Matric	Diploma	Degree	B.Ed	M.	Total
African Self Help	5	0	3	0	0	0	8
Baobab	0	2	3	2	0	0	7
Boitumelo	4	0	6	4	0	0	14
BITED	0	0	1	5	2	3	11
Grow	7	3	1	2	0	0	13
HIPPY - S.A.	8	2	0	0	0	1	11
KELRU	9	3	0	0	0	0	12
Learning for All Trust	0	1	1	1	0	1	4
M. T. Training Centre	1	1	2	0	0	0	4
MATAL S.A	0	14	1	0	0	0	15
Motheo	5	0	0	0	0	0	5
Redhill School	1	0	2	0	0	0	3
Thabong	3	1	0	1	0	0	5
The Learning Project	1	0	1	2	0	0	4
Wozo'bona	0	1	2	2	0	1	6
TOTAL	44	28	23	19	2	6	122

Teaching Experience (years)

Organisation	<5	5-10	11+	Total
African Self Help	3	1	4	8
Baobab	1	1	5	7
Boitumelo	7	2	5	14
BITED	1	0	10	11
Grow	3	3	7	13
HIPPY - S.A.	9	1	1	11
KELRU	10	0	2	12
Learning for All Trust	1	0	3	4
M. T. Training Centre	3	1	0	4
MATAL S.A	0	0	15	15
Motheo	4	0	1	5
Redhill School	0	1	2	3
Thabong	1	1	3	5
The Learning Project	1	2	1	4
Wozo'bona	0	4	2	6
TOTAL	44	17	61	122

NORTH WEST PROVINCE

Qualifications

Organisation	<Std 10	Matric	Diploma	Degree	B. Ed	M.	Total
Nyologang	8	4	0	1	1	0	14
Small Beginnings	7	19	2	0	0	1	29
TOTAL	15	23	2	1	1	1	43

Teaching Experience (years)

Organisation	<5	5-10	11+	Total
Nyologang	12	2	0	14
Small Beginnings	13	6	10	29
TOTAL	25	8	10	43

NORTHERN PROVINCE

Qualifications

Organisation	<Std 10	Matric	Diploma	Degree	B. Ed	M.	Total
African Child	1	2	0	0	0	0	3
PEPPS	0	4	0	0	0	0	4
TOTAL	1	6	0	0	0	0	7

Teaching Experience (years)

Organisation	<5	5-10	11+	Total
African Child	0	0	0	0
PEPPS	2	2	0	4
TOTAL	2	2	4	4

1 organisation did not provide the information required

MPUMALANGA

Qualifications

Organisation	<Std 10	Matric	Diploma	Degree	B. Ed	M.	Total
Ntataise Lowevelde	0	2	1	0	0	0	3
TOTAL	0	2	1	0	0	0	3

Teaching Experience (years)

Organisation	<5	5-10	11+	Total
Ntataise Lowevelde	2	0	1	3
TOTAL	2	0	1	3

FREE STATE**Qualifications**

Organisation	<Std 10	Matric	Diploma	Degree	B. Ed	M.	Total
EDU	2	0	4	1	1	0	8
HIPPY - Bloemfontein	1	9	1	0	0	0	11
Kgutlo Tharo	4	0	1	0	1	0	6
Lesedi	0	2	0	0	0	0	2
Ntataise Trust	3	3	1	3	0	1	11
Ntsoanatsatsi	6	0	1	0	0	0	7
Tshepang Trust	0	2	1	0	0	0	3
TOTAL	16	16	9	4	2	1	48

Teaching Experience (years)

Organisation	<5	5-10	11+	Total
EDU	1	5	3	8
HIPPY - Bloemfontein	8	2	1	11
Kgutlo Tharo	3	3	0	6
Lesedi	0	1	1	2
Ntataise Trust	3	3	5	11
Ntsoanatsatsi	7	0	0	7
Tshepang Trust	1	2	0	3
TOTAL	23	16	10	48

KWAZULU/NATAL**Qualifications**

Organisation	<Std 10	Matric	Diploma	Degree	B. Ed	M.	Total
Access College	0	0	26	2	0	0	28
CCD - Umlazi	5	1	0	3	1	0	10
Comm.& Family Cent.	0	5	0	0	0	0	5
CEDT	0	3	1	3	0	1	8
Empangeni Assoc.	0	0	1	0	0	0	1
Little Elephant	1	1	1	0	0	0	3
NELRU	4	2	1	1	0	0	8
TREE	40	27	7	0	0	0	74
TOTAL	50	39	37	9	1	1	137

KWAZULU/NATAL continued

Teaching Experience (years)

Organisation	<5	5-10	11+	Total
Access College	0	0	28	28
CCD - Umlazi	3	3	4	10
Comm.&Family Cent.	1	2	2	5
CEDT	0	0	0	0
Empangeni Assoc.	0	1	0	1
Little Elephant	0	0	1	3
NELRU	0	0	0	0
TREE	0	0	0	0
TOTAL	4	6	35	47

3 organisations did not provide the information required

NORTHERN CAPE

Qualifications

Organisation	<Std 10	Matric	Diploma	Degree	B. Ed	M.	Total
NOSVO	0	4	0	0	0	0	4
NCET	0	2	0	0	0	0	2
Thusano	1	0	0	0	0	0	1
TOTAL	1	6	0	0	0	0	7

Teaching Experience (years)

Organisation	<5	5-10	11+	Total
NOSVO	4	0	0	4
NCET	2	0	0	2
Thusano	1	0	0	1
TOTAL	7	0	0	7

WESTERN CAPE

Qualifications

Organisation	<Std 10	Matric	Diploma	Degree	B. Ed	M.	Total
Alpha	0	3	3	0	0	0	6
Edupro	0	0	1	3	0	0	4
Ekuhlaleni	2	2	0	0	0	0	4
ELRU	1	7	5	7	2	2	24
FCW	0	2	2	6	0	0	10
Grassroots	12	11	9	10	0	1	43
KAVO	2	2	1	0	0	0	5
Klein Karoo Centre	2	1	0	0	1	0	4
Rudolf Steiner Centre	1	0	3	5	0	0	9
TOTAL	20	28	24	31	3	3	109

WESTERN CAPE continued**Teaching Experience (years)**

Organisation	<5	5-10	11+	Total
Alpha	1	2	3	6
Edupro	3	1	0	4
Ekuhlaleni	1	2	1	4
ELRU	6	8	10	24
FCW	0	0	0	0
Grassroots	19	12	12	43
KAVO	0	0	0	0
Klein Karoo Centre	0	0	0	0
Rudolf Steiner Centre	1	1	7	9
TOTAL	31	26	33	90

3 organisations did not provide the required information

EASTERN CAPE**Qualifications**

Organisation	<Std 10	Matric	Diploma	Degree	B-Ed	M.	Total
CCDC	11	7	5	0	0	1	24
CSD - Rhodes	5	1	0	1	1	1	9
Khululeka	6	8	4	5	0	0	23
Masikhule	8	0	2	2	0	0	12
P.E. ECL	4	8	1	1	0	0	14
Phumelela	6	1	0	0	0	0	7
TOTAL	40	25	12	9	1	2	89

Teaching Experience (years)

Organisation	<5	5-10	11+	Total
CCDC	17	5	2	24
CSD - Rhodes	3	2	4	9
Khululeka	0	0	0	0
Masikhule	11	1	0	12
P.E. ECL	8	4	2	14
Phumelela	6	1	0	7
TOTAL	45	13	8	66

1 organisation did not provide the required information

PROFILE OF ORGANISATION

Name: Tshepang Trust

Date started with Teacher Training: 1987

Area of operation: OFS (Towns within an 120 km radius of Bethlehem)

Courses offered:

? Ntataise Preschool Introductory Programme - Level

Specific Course objectives:

- ? The overall aims of Preschool Introductory Programme is to train educare teachers on farms and in small towns to start an educare centre.
 - ? Phase I of the Introductory course aims to help participants to: (i) understand what happens in a well organised educare centre programme; (ii) identify and make materials and equipment using scrap and natural materials; (iii) learn children's songs and games; (iv) know more about children's basic health and nutritional needs and requirements for a safe environment; (v) plan a daily programme and understand the teacher's role in daily activities; (vi) relate to children and parents; (vii) keep a daily register.
 - ? Phase II - the Workshop and Visit programme places emphasis on how to put into practice what has been learnt in Phase I - how to establish a daily routine, how to set out activities and how to work with children in groups.
- Level I

Duration of each course:

- ? The Preschool Introductory Programme consists of an intensive ten day programme (Phase I) which is conducted in conjunction with Ntataise Viljoenskroen Trainers. This is followed by the Workshop and Visit Programme (Phase II) which is conducted over a one year period and consists of 12 day long workshops and 12 in-service visits. Tshepang Trainers conduct Phase II of the programme independently, however workshop material is received from Ntataise.
- ? Level II - module I

Language in which courses are conducted:

Sotho

Database of Trainees:

Yes

No. of participants per programme:

Programme	No. participants 1994	No. Participants 1995
Preschool Introductory Programme	7	6
Level II	13	4

Personnel employed by the organisation:

Category	Full-time	Part-time
Programme	3	
Administration		1
Service		

PROFILE OF ORGANISATION

Name: Centre For Cognitive Development- ECD Programme

Date started with Teacher Training: 1987

Area of operation: Kwazulu/Natal, Gauteng, Western Cape

Courses offered:

- ? Reception Year Programme - Level III
- ? Level I- educare assistant
- ? Level II- educare teacher

Specific Course Objectives

- ? The Reception Year Programme aims to:(i) develop a cognitive approach to ECD. (ii) transform ECD from a facilitative to a mediative process. (iii) enable teachers to deliver programmes which promote both concrete and symbolic processes. (iv) enable learners to make a smoother transition to grade/sub A. (v) encourage greater language development at the ECD level. (vi) promote cooperative learning.
- ? Level I- educare assistant aims to: (i) provide educare teachers with the skills in developing and maintaining a safe, orderly and stimulating environment. (ii) ensure that children's basic needs are met (iii) provide teachers with the skills to run effective daily programmes.
- ? Level II- educare teacher aims to: (i) provide educare teachers with the skills in developing and maintaining a safe, orderly and stimulating environment. (ii) ensure that children's basic needs are met (iii) provide teachers with the skills to run effective daily programmes

Duration of each course

- ? Reception Year Programme comprises 8 full day training workshops conducted over 2-3 months.
- ? Level I- educare assistant comprises a 4 day orientation course followed by a 15 day workshop programme conducted over 6-9 months.
- ? Level II- educare teacher comprises a 3 day orientation course followed by a 15 day workshop programme conducted over 6-9 months.

Language in which course is conducted:

Zulu, Xhosa, English and Afrikaans.

Database of Trainees:

Yes

No. of participants per programme:

Programme	No. participants 1994	No. Participants 1995
Reception Year Programme	86	226
Educare level I and II	296	136

Personnel employed by the organisation:

Category	Full-time	Part-time
Programme	12	
Administration	6	
Service		

18A Status: Yes

PROFILE OF ORGANISATION

Name: EDUPRO (Educational Project)

Date started with Teacher Training: 1989

Area of operation: George & Surrounding areas including coastal areas between Riversdale and Knysna

Courses offered:

- Educare Teacher Training- Level I
- Educare Teacher training - Level II
- Educare Principals Training
- Educare Centre Committee Training

Specific Course objectives:

- ? The Level I and II programmes aim to enable participants to: (i) develop and encourage increased self confidence and improve their life-skills; (ii) develop an understanding of child development; (iii) arrange and manage the physical area in the educare centre; (iv) develop appropriate disciplinary and medical emergency skills; (v) manage a daily programme in the educare centre.
- ? The Educare Principals Training course aims to develop principals' (I) basic administration, management and leadership skills; (ii) conflict resolution and communication skills; (iii) team building skills with special focus on the staff and parent community; (iv) cross-cultural sensitivity amongst teachers, parents and children
- ? The Educare Centre Committee Training programme aims to: (i) develop the strategic leadership, administration, fundraising, financial management and community development skills of trainees; (ii) enable the committee to manage the educare centre effectively and efficiently and to ensure the centre evolves with the needs in the community.

Duration of Courses:

- ? The Level I course is conducted over a 12 month period. It consists of three modules, each module is composed of 5 full days. At least one month separates modules; this enables Trainers to perform follow-up support.
- ? The Level II course is conducted over a 18month period. It consists of 6modules, each module is composed of 5 full days. At least one month separates modules; this enables Trainers to perform follow-up support
- ? The Educare Principals programme is conducted over a two year period consisting of 6 modules of 5 days each. At least 2 months separate each module to allow for in-service support visits.
- ? The Educare Centre Committee training programme consists of 6 workshops of 4 hours each, with at least one month separating each workshop.

Language in which courses are conducted:

English, Afrikaans and Xhosa

Database of Trainees:

Yes

No. of participants per programme:

Programme	Year	No. of Participants
Level I	1994	30
Level I	1995	30
Level II	1994	30
Level II	1995	30
Educare Principals Training	1994	16
Educare Principals Training	1995	16
Committee Training	1994	60
Committee Training	1995	30

Personnel employed by the organisation:

Category	Full-time	Part-time
Programme	4	4
Administration	2	1
Service		1

18A Status: Yes

PROFILE OF ORGANISATION

Name: Khululeka Community Education Development Centre

Date started with Teacher Training: 1989

Area of operation: E.Cape, E.Karoo, Albany, N.Border, S.Border & Transkei

Courses offered:

- ? Introductory Teachers' Educare Course - Level I
- ? Outreach Teachers' Educare Course - Level I
- ? Khululeka / Transkei Teachers' Educare Course (KTEC/TTEC) and the Outreach Teachers' Educare Course - Level II
- ? Education for Life
- ? ECD Capacity Building Programme
- ? Primary School Support Programme

Specific Course objectives:

- ? The Introductory Teachers' Educare Course aims to introduce teachers to the concept of ECD and to how to implement a basic educare programme.
- ? The Outreach Teachers' Educare Course has the same aims as the Introductory course but is specifically designed for teachers from farm educare centres and outlying towns.
- ? The KTEC/TTEC and the Outreach Teachers' Educare Course (OTEC)- Level II aims to : (i) provide participants with a clear understanding and working knowledge of educare; (ii) advocate the establishment of facilities which will provide a nurturing environment for young children; (iii) encourage stimulating educational programmes; (iv) promote holistic community involvement using educare as a focal point
- ? The Education for Life course aims to enable teachers to: (I) teach children about their physical environment; (ii) teach children life skills; (iii) teach children social skills.
- ? The ECD Capacity Building Programme aims to support community initiatives through the provision of skills training and administrative services which will enhance management capacity. Trainers from community based organisations are thus enabled to provide basic educare training to educare teachers in their local communities.
- ? The Primary School Support Programme (PSSP) is an in-service course for Junior Primary Teachers which provides them with training in child-centred methodologies and creative skills that will enrich the learning experience of teachers and pupils.

Duration of each Course:

- ? The Introductory Teachers' Educare Course is conducted over a one year period. Participants attend one week of intensive training per quarter
- ? The Outreach Teachers' Educare Course is conducted over one year and trainees attend one week of intensive training per quarter.
- ? The KTEC/TTEC and the Outreach Teachers' Educare Course (Level II) consists of 32 theoretical and 32 practical sessions organised over a two year period
- ? The Education for Life course consists of 14 half-day workshops conducted every two weeks.
- ? ECD Capacity Building Programme is conducted over a one year period and consists of one week's intensive training per quarter.
- ? The Primary School Support Programme (PSSP) is an independent study programme, the duration of which is approximately two years.

Language in which course is conducted:
Xhosa predominates with some English

Database of Trainees:
Yes

No. of participants per programme:

Programme	No. participants 1994	No. Participants 1995
Introductory Educare Course - Level I	0	100 (inc Stutterheim)
Outreach Educare Course - Level I		19
Khululeka Teachers' Educare Course (KTEC)	45	40
Transkei Teachers' Educare Course (TTEC)	19	20
Outreach Teachers' Educare Course (OTEC)	12	0
Education for Life	0	89
ECD Capacity Building Course	0	18
Primary School Support Programme	32	53

Personnel employed by the organisation:

Category	Full-time	Part-time
Programme	21	
Administration	4	
Service		2

18A Status: No

PROFILE OF ORGANISATION

Name: NOSVO

Date started with Teacher Training: 10 October 1992

Area of operation: Northern Cape - Sandveld, Hantam, Olifantrivier, Bitterfontein, Brandvlei.

Courses offered:

- ? Level I
- ? Level II

Specific Course Objectives

- ? Level I aims to: (i) provide teachers with an understanding of the different stages of child development and appropriate activities for each stage. (ii) provide teachers with the skills to draw up and implement a daily programme. (iii) explore the adults role as supporter of the child's development.
- ? Level II aims to: (i) provide teachers with a basic understanding of hygiene, nutrition and safety as it relates to pre-school children. (ii) provide teachers with an understanding of play and how it relates to development. (iii) demonstrate to teachers the difference between child centred and teacher directed learning approaches.

Duration of each course

- ? Level I involves three days training per week for period of 8 months.
- ? Level II involves three days training per week over 10 months.

Language in which course is conducted:

Afrikaans

Database of Trainees:

There is a list of participants but it does not correspond with the numbers of participants given in the table below.

No. of participants per programme:

Programme	No. participants 1994	No. Participants 1995
Level I	80	20
Level II	0	46

Personnel employed by the organisation:

Category	Full-time	Part-time
Programme	4	
Administration	1	
Service		

18A Status:No

PROFILE OF ORGANISATION

Name: Thusano

Date started with Teacher Training: 1993

Area of operation: Northern Cape - Kalahari & Diamond region (from Douglas in the South to Vryberg in the north, Olifantshoek in the West & Kimberly in the East)

Courses offered:

- ? Level I
- ? Training for cooks and assistants
- ? Committee Training course

Specific Course Objectives

- ? Level I aims to: (i) provide information on how to design and implement a daily programme. (ii) Provide information on how to equip the classroom and make recycled materials. (iii) Provide teachers with knowledge on health, nutrition, hygiene and safety.
- ? Training for cooks and assistants aims to: (i) enable cooks and other assistants to assist teachers with the children. (ii) provide cooks and other assistants with general background information on educare and the educare centre (iii) provide information on nutrition and recycling of materials
- ? Committee Training course aims to: (i) provide knowledge about the functioning of-the committee. (ii) provide problem solving techniques.

Duration of each course

- Level I comprises two 5 day training workshops conducted over a one year period.
- Training for cooks and assistants comprise two 5 day training workshops
- Committee Training course consists of a one 1-day workshop comprising 7 hours.

Language in which course is conducted:

Afrikaans

Database of Trainees:

Yes

No. of participants per programme:

Programme	No. participants 1994	No. Participants 1995
Level I	25	21
Training for cooks and assistants		18
Committee Training course	65	21

Personnel employed by the organisation:

Category	Full-time	Part-time
Programme	1	
Administration		
Service		

18A Status: No

PROFILE OF ORGANISATION

Name: The Early Learning Resource Unit (ELRU)

Date started with Teacher Training: 1978

Area of operation: Whole of S.A. :E.Cape, W.Cape, Northern Cape, Gauteng, Mpumalanga, Northern Province, OFS, Kwazulu/Natal, North West Province.

Surrounding Countries :(Namibia ,Botswana,Zimbabwe,Swaziland & Lesotho)

Courses offered:

- ? Preschool Training Programme (PTP)- Level I
- ? Preschool Training Programme (PTP) - Level II Local
- ? Preschool Training Programme (PTP) - Level II Distant
- ? Preschool Training Programme (PTP) - Level III
- ? Monitored Distant Programme - Monitoring of Level III Trainers
- ? Home based - Level I
- ? Baby Care - Level I
- ? Community Preschool Motivator - Level II
- ? Anti Racism
- ? Preschool Leadership Programme (PLP) - Level III

Specific Course Objectives:

- ? The PTP- Level I course is a basic introduction to the care and education of 2-6 year olds in a centre based setting. Participants have had little experience and may have low educational levels. The course encompasses all areas of child development and the full preschool programme including basic administration, health and nutrition.
- ? The PTP - Level II Local and Distant courses aims to offer training to preschool workers to improve the quality of preschool education and care. Trainees are taught skills about running a preschool, understanding educational goals for young children and practical teaching methods. The Distant programme aims at trainees based outside Cape Town.
- ? The PTP- Level III course is an advanced course which aims to enable participants to : (i) work together and explore resources and set objectives for ECD; (ii) enrich and extend existing curricula; (iii) work with individual children and nurture problem solving and thinking skills; (iv) provide experiences which facilitate personal growth and development; (v) introduce a research component that introduces library skills and report writing.
- ? The Monitored Distant Programme aims to build the professional capacity of training and resource agencies to meet the needs of the field effectively. The programme is offered to training agencies who use ELRU training programmes and materials. Trainers have completed the Preschool Leadership Programme and are supported in offering Level I and II training. The Distant team visits and monitors trainers, including co-facilitating some of the . trainers' workshops.
- ? The Home based - Level I course helps caregivers to provide holistic care of 0-6 year olds in the home. The course includes safety, health, nutrition, stimulation, a balanced daily programme, as well as record keeping, contracts and working with parents. ELRU mostly mentors and monitors trainers in other organisations who offer the ELRU course.
- ? The Baby Care - Level I course enables participants to provide a balanced programme to meet the needs of 0-3 year olds.

- ? The Community Preschool Motivator course aims to train participants to reach out to children who are not in educare centres or home based programmes via health, nutrition, safety and educational stimulation activities. It aims to strengthen community development skills.
- ? The Anti Racism course aims to help those working directly or indirectly in the education system to implement anti-bias curriculum and practice. It includes theoretical input, experiential learning and acquisition of practical skills.
- ? The PLP Level III course targets trainers of trainers and people actively involved in running training programmes for educare workers. The programme aims to assist participants in (i) gaining skills in the logistics, planning and organising of training programmes; (ii) problem-solving skills; (iii) support and evaluation; (iv) knowledge of ECD issues and keeping abreast with national policies. The programme also has a core ECD curriculum component.

Duration of each Course:

- ? The PTP - Level I course is conducted over a 6 month period consisting of 2 hour workshops held once a week.
- ? The PTP - Level II Local course consists of 44 sessions, each of which has a 2 1/2 hour duration. Sessions are conducted once a week over one year.
- ? The PTP - Level AI Distant course is conducted over one year and consists of two 3 week modules.
- ? The PTP Level III course consists of 3 weekly sessions of 4 hours over an 18 month period.
- ? The Monitored Distant Programme is offered on a modular basis. Trainers attend for one or two weeks and an, accommodated for the duration of the training period.
- ? The Home based course consists of three hour sessions over a 6 month period.
- ? The Baby Care - Level I course consists of 60 hours of training comprising three hour training sessions once a week.
- ? The Community Preschool Motivator course consists of 2 two week modules at ELRU. Local trainees have the benefit of quarterly enrichment workshops.
- ? The Anti Racism course consists of 5 modules over approximately 9 months. The modules amount to 18 full day training sessions.
- ? The PLP Level III course consists of 2 three week Adult Education and Training modules and 2 three week modules of Core ECD Curriculum.

Language in which courses are conducted: Courses offered locally in Western Cape are offered in English, Afrikaans and Xhosa depending on the target group. The Distant Courses are English medium with extensive translation into various regional languages.

Database of Trainees:

Yes

No. of participants per programme:

Programme		No. participants 1994	No. Participants 1995
PTP- Level I	Local and Rural	39	38
PTP - Level II	Local and Rural	105	88
PTP - Level II Distant	National	26	41
PTP - Level III	Local	35	24
Monitored Distant Programme	National	320	600
Home based - Level I	Local	63	28
Baby Care - Level I	Local and Rural	50	29
Community Preschool Motivator - Level II	National	16	32
Anti Racism	National	80	
Preschool Leadership - Level III	National	89	69

Personnel employed by the organisation:

Category	Full-time	Part-time
Programme	21	7
Administration	3	1
Service		2

18A Status: Yes

PROFILE OF ORGANISATION

Name: Community and Family Centre

Date started with Teacher Training: 1985

Area of operation: Northern & Southern Natal including Durban

Courses offered:

- ? Level I - Module I and II
- ? Level II
- ? Management Training
- ? Child-minding

Specific Course Objectives:

- ? The Level I - Module I and II course is aimed at people who are just starting or need assistance in providing basic care. Participants are given lessons in: (i) Nutrition; (ii) Health and safety; (iii) Educational environment.
- ? The Level II course aims to: (i) provide different learning activities; (ii) ensure participants have basic educational materials and equipment; (iii) ensure participants can meet the basic nutrition, health and safety needs of children; (iv) ensure participants are involved with parents; (v) ensure participants can work as a team with other staff members; (vi) ensure participants are responsive and caring towards children.
- ? Management Training aims to assist people in educare projects in the financial management and administration and sustainability of the projects.
- ? The Child-minding course is for teachers working in home-based programmes.

Duration of each Course:

- ? The Level I course is conducted over a 6 month period.
- ? The Level II course is conducted over a one year period and consists of weekly 3 hour sessions.
- ? Management Training is conducted over 4 days.
- ? Child-minding is conducted over 21 days.

Language in which courses are conducted:

Zulu and English

Database of Trainees:

Yes -Level I only.

No. of participants per programme:

Programme	No. participants 1994	No. Participants 1995
Level I - Module I	127	345
Level I - Module II	6	48
Level II	0	16
Management Training	28	25
Childminding	21	0

Personnel employed by the organisation:

Category	Full-time	Part-time
Programme	5	
Administration	2	1
Service		2

18A Status: No

PROFILE OF ORGANISATION

Name: PEPPS (Project for the Establishment of Pre-Primary and Primary Schools)

Date started with Teacher Training: 1989

Area of operation: Northern Province-Pietersburg.

Courses offered:

- ? Yarona-level I and level II
- ? Izinkulisa-level II
- ? Wozafunda workshops-level I

Specific Course objectives:

- ? The Yarona course is aimed at matriculants wishing to become teachers or teachers with some experience. Trainees are placed with one of the qualified PEPPS teachers who act as mentors, share their expertise and help and advise the students on a daily basis. The course aims to:
- ? The Izinkulisa course aims to provide non formal INSET for students in ECD.
- ? The Wozafunda workshops aim to provide ECD training that is relevant to the centres at which ECD workers are employed.

Duration of Courses:

- ? The Yarona course is full-time, in-service, internship course conducted over a one year period. Training is provided for two days a week, every alternate week. Level I and II training is provided during the one year period.
- ? The Izinkulisa course is conducted over an 18 month period. Students receive one day's theoretical training every 2 weeks. The course is designed to take the trainee to Level II.
- ? Wozafunda workshops are held per year. There are 10 monthly workshops of 8 hours each.

Language in which courses are conducted:

English. North Sotho is used for clarification.

Database of Trainees:

Yarona - Yes

Izinkulisa and Hoza Funda - available once first group finished.

No. of participants per programme:

Programme	Year	No. of Participants
Yarona	1994	13
Yarona	1995	29
Izinkulisa	1995	29
Wozofunda	1995	25

Personnel employed by the organisation:

Category	Full-time	Part-time
Programme	8	
Administration		3
Service		

18A Status: Yes

PROFILE OF ORGANISATION

Name: Klein Karoo Pre-school Resource Centre

Date started with Teacher Training: 1993

Area of operation: Klein Karoo (Ladismith to Uniondale)

Courses offered:

Basic Level one Educare Training-level I

Further Educare Training-level II

Specific Course Objectives

- ? Basic Level one Educare Training aims to :(i) Equip participants with the specific skills required to carry out duties in the pre-school. (ii) Equip participants with the basic knowledge to provide children with safe and hygienic conditions , adequate nutrition and a stimulating and organised play environment.
- ? Further Educare Training aims to :(i) Improve the participants knowledge and understanding of the developmental needs of the pre-school child. (ii) Improve the participants' knowledge and skills in order to meet the physical, cognitive emotional and social needs of the pre-school child.

Duration of Course

- ? Basic Level one Educare Training consists of one 4 1/2 hour workshop every week for 26 weeks.
- ? Further Educare Training comprises seven 5 day modules conducted over 10 months.

Language in which course is conducted:

Afrikaans

Database of Trainees:

Yes

No. of participants per programme:

Programme	No. participants 1994	No. Participants 1995
Basic Level one Educare Training	35	25
Further Educare Training		40

Personnel employed by the organisation:

Category	Full-time	Part-time
Programme	4	
Administration		1
Service		1

18A Status: No

PROFILE OF ORGANISATION

Name: Alpha Community Projects

Date started with Teacher Training: 1987

Area of operation: Western Cape-rural and urban.

Courses Offered:

- Level I
- Level II
- Level III

Specific course objectives:

- ? Level I programme aims: (i) to equip participants with specific practical skills needed to carry out clearly defined duties, usually under supervision in a centre or home-based programme; (ii) to train early childhood educators/teachers/staff with low formal education in different preschool settings,
- ? Level II programme aims: to equip participants with the knowledge and skills required to facilitate the all-round development of young children.
- ? Level III programme is designed to: (i) extend the participants' theoretical knowledge and understanding of issues relating to ECD and to develop additional skills required to plan and implement high quality education; (ii) offer specialisation modules closest to the participants' work setting e.g. malnutrition and child abuse.

Duration of Courses:

- ? Level I training consists of one 4-hour training session per week. The course is conducted over and 8 month period - 6 months training and 2 months evaluation.
- ? Level II training consists of one 4hour session per week. The course is conducted over a 14 month period, consisting of 12 months training and 2 months evaluation.
- ? Level III training consists of one 4-hour session per week. The course is conducted over an 18 month period.

Language in which courses are conducted:

- ? Level I, II and III - English and Afrikaans

Database of Trainees:

Yes

No. of participants per programme:

Programme	Number of participnts 1994	No. of Participants 1995
Level I	33	92
Level II	21	42
Level III	16	19

Personnel employed by the organisation:

Category	Full-time	Part-time
Programme	6	
Administration	1	1
Service	2	

18A Status: No

PROFILE OF ORGANISATION

Name: African Self Help Association

Date started with Teacher Training: 1988

Area of operation: ASHA has:40 Educare Centres in Soweto, one in Wattville and 3 affiliated educare centres in Orange Farm, Vosloorus and Daveyton.

Courses offered:

- ? Level I (Introductory Course)
- ? Level II (Foundation Course)
- ? Level I (Outreach)
- ? Sewing, arts and crafts

Specific Course Objectives

- ? Level I (Introductory Course) aims to equip participants with a basic knowledge of the child's needs, create an understanding of sound educare practices, provide participants with practical knowledge and interpersonal skills.
- ? Level II (Foundation Course) aims to enable participants to organise the preschool programme, create a supportive social environment, create a healthy environment, understand how children learn.
- ? Level I (Outreach) aims to equip participants with a basic knowledge of the child's needs, an awareness of sound educare practices, practical information and interpersonal skills.
- ? Sewing, arts and crafts aims to include the domestic staff and assistant teachers as an integral part of the programme team; add life skills and experience, provide a basis knowledge of sewing and arts and craft making, create an awareness of children's and parents' needs. Basic and advanced courses are offered.

Duration of each course

- ? Level I Introductory Course is organised into 14 sessions conducted over a 45 month period. Practical teaching is mainly supervised by school principals and trainers visit trainees 3 times during this period.
- ? Level II Foundation Course is organised into 23 sessions conducted over a one year period. Practical teaching is mainly supervised by school principals and trainers visit trainees 3 times during this period.
- ? Level I (Outreach) is organised into full-day sessions over a 7 month period. Follow up visits are conducted by the Trainer and a Fieldworker employed by Greater Soweto Association for ECD.
- ? Sewing, arts and crafts each course runs for a period of 8 weeks one day a week.

Language in which courses are conducted:

The course material is predominantly English but Zulu and Sotho are also used during training
The sewing, arts and crafts course is mainly conducted in Zulu and Sotho with English, Xhosa and Venda as required.

Database of trainees:

Yes

No. of participants per programme:

Programme	No. participants 1994	No. Participants 1995
Level I	31	30
Level II	21	45
Level I (outreach)	0	12
Sewing, arts & crafts	70	80

* 30 Level I trainees start in September 1995

* 30 Level II trainees start in September 1995

Personnel employed by the organisation:

Category	Full-time	Part-time
Programme	8	
Administration	3	
Service	4	

18A Status:

Yes

PROFILE OF ORGANISATION

Name: ACCESS College

Date started with Teacher Training: 1993

Area of operation: Dundee, Durban, Empangeni, Ladysmith, Newcastle, Pietermaritzburg.

Courses offered:

? The School Readiness Certificate-level 2 Specific

Course objectives:

? The school readiness programme aims to: (i).Provide a school readiness programme in order to develop the skills and abilities of the whole child. (ii).Provides an alternative method of training teachers and educare workers. (iii).Extends awareness of early childhood developmental needs of 36 year olds.

Duration of each course

? The course comprises three modules, each consisting of 13 weeks duration. The course could be completed in a minimum of one and maximum of three years.

Language in which course is conducted:

English but a Zulu translation is in preparation.

Database of Trainees:

Yes

No. of participants per programme:

Programme	No. participants 1994	No. Participants 1995
School Readiness Programmes	345	786

Personnel employed by the organisation:

Category	Full-time	Part-time
Programme	3	25
Administration	1	4
Service		Agency

18A Status: No

PROFILE OF ORGANISATION

Name: MATAL South Africa Pre-School Programme

Date started with Teacher Training: 1987

Area of operation: Central JHB

Course offered:

? Matal South Africa Pre-school Programme-level I

Specific Course Objectives:

? Matal South Africa Pre-school Programme aims to :(i) provide teachers with an opportunity to upgrade their skills. (ii) provide IECD teachers with new approaches to learning, based on mathematical and scientific concepts.(iii) encourage lateral thinking in children.

Duration of course:

? Matal South Africa Pre-school Programme is run over two years consisting of 1 2 hour lecture per week.

Language in which course is conducted:

Mostly in English

Database of Trainees:

No

No. of participants per programme:

Programme	No. participants 1994	No. Participants 1995
Matal South African Pre-school programme	100	20

Personnel employed by the organisation:

Category	Full-time	Part-time
Programme	1	15
Administration		1
Service		

18A Status:No

PROFILE OF ORGANISATION

Name: Motheo Pre-School After Day Care

Date started with Teacher Training: January 1989

Area of operation: Daveyton , Etwatwa squatter camps

Courses offered:

? Training for Pre-primary teachers and parents - Preschool Certificate Course equivalent to level 2

Specific Course objectives:

? The Preschool Certificate Course aims to: (i) educate adults to prepare preschool programmes for their children; (ii) to promote nutrition, first aid and community health; (iii) to prepare trainees to assist preschool-leavers to become 'school-ready'.

Duration of Courses:

? The Preschool Certificate Course is conducted over a 12 month period. Learning for All Trust, a JET grantee, conducts an intensive 3 week programme.
Motheo conducts monthly full-day workshops (12 in total).

Language in which courses are conducted:

Sotho and English

Database of Trainees:

No?

No. of participants per programme:

Programme	Year	No. of Participants
Preschool Certificate course	1994	10
Preschool Certificate course	1995	38

Personnel employed by the organisation:

Category	Full-time	Part-time
Programme	5	
Administration	1	1
Service	2	1

18A Status:No

PROFILE OF ORGANISATION

Name: Phumelela Community Training Centre

Date started with Teacher Training: 1988

Area of operation: Eastern Cape

Courses offered:

? Phumelela Community Training Programme

Specific Course Objectives

? Phumelela Community Training Programme aims to :(i) assist disadvantaged rural communities to identify young children's needs and establish effective pre-schools. (ii) assist teachers to deal with the broader issues affecting children's needs through community participation.

Duration of each course

Phumelela Community Training Programme is conducted in January, February, April, June and September from 8a.m to 1 p.m.

Language in which course is conducted:

Xhosa

Database of Trainees:

Yes

No. of participants per programme:

Programme	No. participants 1994	No. Participants 1995
Phumelela Community Training Programme	41	94

Personnel employed by the organisation:

Category	Full-time	Part-time
Programme	7	
Administration	1	
Service		

18A Status: No

PROFILE OF ORGANISATION

Name: Community Education and Development Trust -Chatsworth Early Learning Centre

Date started with Teacher Training: 1985

Area of operation: Kwazulu/Natal

Courses offered:

- ? Basic Orientation
- ? Educare Teacher Assistant-Level I
- ? Educare Teacher Programme- Level II

Specific Course Objectives

- ? Basic Orientation aims to :(i) provide an introduction to the field of ECD and the developmental needs of children. (ii) introduce the skills development workshop. This course covers information on what children need to learn, the roles and responsibilities of educare workers, parents and community members and the types of ECD programmes possible for different age groups using different resources.
- ? Educare Teacher Assistant-Level I aims to equip trainees with skills to facilitate a simple ECD programme, either centre or home based.
- ? Educare Teacher Programme- Level II aims to empower ECD workers with the knowledge and skills to develop and implement an age-appropriate programme. The programme covers all aspects of child development and provides the participant with skills in classroom management, assessment, finance and administration.

Duration of each course

- ? Basic Orientation is a 5-day training workshop.
- ? Educare Teacher Assistant-Level I is conducted over 20 learning sessions of 3 hours each(once or twice a week) over a period of 5 months.
- ? Educare Teacher Programme- Level II is conducted over 38 sessions of 3 hours each, once a week for a period of one year.

Language in which course is conducted:

- ? Basic Orientation - English and Zulu
- ? Educare Teacher Assistant-Level I - English and Zulu.
- ? Educare Teacher Training -Level II - English.

Database of Trainees:

Yes

No. of participants per programme:

Programme	No. participants 1994	No. Participants 1995
Basic Orientation	19	16
Educare Teacher Assistant-Level I	152	182
Educare Teacher Programme- Level II	19	38

Personnel employed by the organisation:

Category	Full-time	Part-time
Programme	10	
Administration	3	1
Service	3	1

18A Status: Yes

PROFILE OF ORGANISATION

Name: The Rudolf Steiner Centre For Teacher Education

Date started with Teacher Training: 1993

Area of operation: Townships surrounding Cape Town particularly New Cross-Roads (also Phillipi)

Courses offered:

- ? Full-time Preschool and Primary School Diploma
- ? Part-time Diploma in Early Childhood Educare
- ? Part-time Certificate Course in ECD (Level 11)

Specific Course objectives:

- ? The Full-time Preschool and Primary School Diploma aims to: (i) train teachers to link preschool (non-formal) with primary (formal) in a holistic, creative and child appropriate way; (ii) train teachers to build parental involvement in the education of their children; (iii) establish pilot schools of integrated preschool and primary school education.
- ? The Part-time Diploma in ECD aims to provide participants with professional training in Waldorf nursery school education, especially for ages 4-6 years.
- ? The Part-time Certificate Course in ECD aims to: (i) provide training in the Waldorf approach to child-centred educare, including school readiness development; (ii) help trainees in personal self development; (iii) support the development of their centres.

Duration of each course:

- ? The Full-time Preschool and Primary School Diploma is conducted over a three year period, 36 weeks per year, daily from 8.00am to 3.00pm.
- ? The Part-time Diploma in ECD is conducted over a four year period. The first three years consist of lectures one evening a week and an 8 hour week-end session once a month. The fourth year is devoted to full-time apprenticeship for classroom-based experience.
- ? The Part-time Certificate Course in ECD is conducted over a two year period. Two 3 hour sessions are held per week, 6 weeks per term, 4 terms per year.

Language in which courses are conducted:

English with some Xhosa

Database of Trainees:

Yes

No. of participants per programme:

Programme	No. participants 1994	No. Participants 1995
Full-time pre- and primary school diploma	26	45
Part-time ECD Diploma	9	13
Part-time Educare Certificate	10	10

Personnel employed by the organisation:

Category	Full-time	Part-time
Programme	6	3
Administration	2	1
Service	1	

18A Status:Yes

PROFILE OF ORGANISATION

Name: The African Child Development Trust

Date started with Teacher Training: July 1993

Area of operation: Northern Province, Rustenburg, Benoni

Course offered:

? Crèche and Pre-school Training Programme

Specific Course Objectives

? The Crèche and Pre-school Training Programme aims to :(i) Train educare facilitators who have established creches and pre-schools in their respective areas. (ii) Develop participants' knowledge, self confidence, self reliance and self development so that they would be able to train others after two years.

Duration of each course

? The Crèche and Pre-school Training Programme is offered for a six week period.

Language in which course is conducted:

English and North Sotho

Database of Trainees:

No

No. of participants per programme:

Programme	No. participants 1994	No. Participants 1995
Crèche and Pre-school Training Programme	75	66

Personnel employed by the organisation:

Category	Full-time	Part-time
Programme	3	7
Administration	1	
Service		3

18A Status: No

PROFILE OF ORGANISATION

Name: Redhill School

Date started with Teacher Training: 1978

Area of operation: Alexandra

Courses offered:

- ? Ukukhanya Kwe Zwe-level I
- ? Ukukhanya Kwe Zwe:level II

Specific Objectives of Each Course:

- ? The Level I course aims at early childhood educators with no experience in setting up a basic early childhood programme under the supervision of a qualified teacher.
- ? The Level II course provides training for fairly specific educare services relating to the age of the children and the programme setting.

Duration of each course

- ? This is a one year level I course consisting of weekly workshops.
- ? This is a one year level II course consisting of weekly workshops.

Language in which course is conducted:

English as well as mother tongue of learner

Database of Trainees:

Yes

No. of participants per programme:

Programme	No. participants 1994	No. Participants 1995
Ukukhanya Kwe Zwe-level I	22	15
Ukukhanya Kwe Zwe-level II		8

Personnel employed by the organisation:

Category	Full-time	Part-time
Programme	3	
Administration	2	
Service		2

18A Status: Yes

PROFILE OF ORGANISATION

Name: The Learning Project

Date started with Teacher Training: 1989

Area of operation: Gauteng, Thembisa, Daveyton, Vosloorus & General

Courses offered:

? Caregivers Learning Programme - Level I

Specific Course Objectives:

? The Caregivers Learning Programme aims to:(i) Empower caregivers with the skills and knowledge in order to work with children between the ages of 21/2 and 6 years.(ii) Develop group support for caregivers to assist each other in problem solving.

Duration of each course:

? The Caregivers course comprises 16 one week modules spread over an 18 month period.

Language in which course is conducted:

Initial training is in English but later training takes place in Zulu and Sotho.

Database of Trainees:

Yes

No. of participants per programme:

Programme	No. participants 1994	No. Participants 1995
Caregivers course	17	47

Personnel employed by the organisation:

Category	Full-time	Part-time
Programme	4	
Administration		1
Service		

18A Status: No

PROFILE OF ORGANISATION

Name: TREE

Date started with Teacher Training: 1985

Area of operation: Kwa-Zulu Natal, Eastern Cape (North Eastern former Transkei), Pongola, Mpumlanga, Swaziland

Course offered:

- ? Foundation Course Level I
- ? Inkulisa/Mgondo level II
- ? THEC I(Tree Higher Educare Course) - Level III
- ? School Readiness - Level II
- ? THEC II - Level IV

Specific Course Objectives

- ? Foundation Course Level I aims to: equip women already working at educare centres with skills knowledge and activities to stimulate children.
- ? Inkulisa/Mgondo level II aims to build on the knowledge gained in the foundation course and includes topics on group care, administration and child observation.
- ? THEC I aims to provide child development and observation skills
- ? School Readiness aims to support the development of skills which will enable children to make good use of learning opportunities
- ? THEC II aims to build on the skills developed during the THEC I.

Duration of each course:

- ? Foundation Course Level I comprises 8 days as well as monitoring visits.
- ? Inkulisa/Mgondo level II comprises 5 full days followed by 8 monthly sessions of a day each.
- ? THEC I comprises 16 full days in the year plus monitoring visits.
- ? School Readiness comprises two 5-day modules. There is no specific time period over which this takes place.
- ? THEC II comprises 8 full days over a period of 1 year.

Language in which course is conducted:

Zulu or English

Database of Trainees:

Yes

No. of participants per programme:

Programme	No. participants 1994	No. Participants 1995
Foundation Course	1017	1229
Inkulisa/Mqondo level II	247	413
THEC I	99	135
School Readiness	600	600
THEC II		147

Personnel employed by the organisation:

Category	Full-time	Part-time
Programme	75	3
Administration	5	1
Service	6	
Shop	4	
Educare Centre	10	

18A Status: No

PROFILE OF ORGANISATION

Name: The Ntataise Trust

Date started with Teacher Training: 1981

Area of operation: OFS : Areas in Northern and Southern Parts and Eastern
E.TVL : Nelspruit , Middelburg, Greylingstad
N.TVL : Levebu, Letsitele, Thusanang- Haenertsburg- Duiwelskloof
Natal : Empangeni, Stanger, Verulam

Courses offered:

- ? Preschool Introductory Programme
- ? Level II - module I
- ? Intermediate Theme-level II Specific

Course objectives:

- ? The overall aims of Pre-school Introductory Programme is to train educare teachers on farms and small towns to start an educare centre.
 - ? Phase I of the Introductory course aims to help participants to: (i) understand what happens in a well organised educare centre programme; (ii) identify and make materials and equipment using scrap and natural materials; (iii) learn children's stings and games; (iv) know more about children's basic health and nutritional needs and requirements for a safe environment; (v) plan a daily programme and understand the teacher's role in daily activities; (vi) relate to children and parents; (vii) keep a daily register.
 - ? Phase II - the Workshop and Visit programme places emphasis on how to put into practice what has been learnt in Phase I - how to establish a daily routine, how to set out activities and how to work with children in groups.
- ? Level II - module I aims to: (i) develop a teachers understanding of how children learn and develop physically, socially, emotional, and mentally(including the development of language and communication skills). (ii) provide teachers with an understanding of the importance of play in children's development. (iii) An understanding of the health, nutrition and safety issues that affect children.
- ? Intermediate Theme aims to: (i) Encourage teachers to provide a wide variety of educational activities for children. (ii) help teachers develop effective planning skills. (iii) make teachers aware of the developmental needs of children. (iv) encourage teachers to develop additional aids and resources materials.

Duration of each course:

- ? The Pre-school Introductory Programme consists of an intensive ten day programme (Phase I). This is followed by the Workshop and Visits Programme (Phase II) which is conducted over a one year period and consists of 12 day long workshops and 12 in-service visits.
- ? Level II - module I for 2 weeks
- ? Intermediate Theme-1, year

Language in which course is conducted:

Sotho, Zulu and whatever other language is conducted by the majority of participants - translators are used.

Database of Trainees:

Yes

No. of participants per programme:

Programme	No. participants 1994	No. Participants 1995
Preschool Introductory Programme - Phase I	223	281
Preschool Introductory Programme- Phase II	287	345
Level II - module I	42	50
Intermediate theme		

Personnel employed by the organisation:

Category	Full-time	Part-time
Programme	11	
Administration	2	1
Service		3

18A Status: Yes

PROFILE OF ORGANISATION

Name: Masikhule Early Childhood Development Centre

Date started with Teacher Training: 1991

Area of operation: Eastern region of the Eastern

Cape Courses offered:

- ? Educare Teacher Training - Level I
- ? Educare Teacher Training - Level II
- ? Orientation Course - pre Level I
- ? Parent Educare Programme
- ? Committee skills training
- ? Specialisation options
- ? Primary school support programme - Level 11

Specific Course Objectives:

- ? The Level I programme aims to provide teachers with the knowledge, skills and attitudes needed to more effectively meet the needs of the children in an educare centre.
- ? The Level II course: (i) provides in-service teachers (with a Level I certificate) with knowledge and skills and deepens their understanding of children's needs; (ii) enables trainees to prepare children for formal schooling in a stimulating environment using themes.
- ? The Orientation Course caters for teachers who are not able to get into Level I training but who are already involved in a pre-school. It provides teachers with basic knowledge of activities to perform with children in Educare centres..
- ? The Parent Educare Programme aims to encourage active community and parent involvement in ECD programmes.
- ? The Committee skill:, training course is aimed at committee members.
- ? Specialisation options are to provide preschool teachers with specific skills needed to successfully implement their duties (e.g. financial and record keeping, working with children with disabilities, working with babies etc.)
- ? The Primary school support programme aims to expose Junior Primary teachers to alternative teaching methods and resources; and in so doing, to narrow the gap between pre-school and primary education.

Duration of each Course:

- ? The Level I programme consists of 20 two day workshops which are conducted over a year period.
- ? The Level 11 course consists of 20 two day workshops which are conducted over a year period.
- ? The Orientation Course consists of 10 two day workshops over a period of one year.
- ? Parent Educare Programme consists of 5 one day workshops, usually over a one year period.
- ? Committee skills training consists of 2 days of intensive training.
- ? Specialisation options consists of 5 days intensive training.
- ? Primary school support programme consists of 8 modules each of which consists of 9 sessions over a two month period.

Language in which courses are conducted:

English, Xhosa, Zulu and Sotho

Database of Trainees:

No

No. of participants in each programme:

Programme	No. participants 1994	No. Participants 1995
Educare Level I	469	178
Educare Level II	237	270
Parent Educare Programme	22	37
Committee skills training	75	32
Specialisation options	0	14
Primary School Support Programme	0	15
Orientation Course	469	178

Personnel employed by the organisation:

Category	Full-time	Part-time
Programme	12	1
Administration	2	
Service	2	

Section 18A status:

No

PROFILE OF ORGANISATION

Name: Home Instruction Foundation (HIPPY Bloemfontein)

Date started with Teacher Training: 1992

Area of operation: Larger Centres in OFS : Bloemfontein area
Botshabelo
Goldfields-Welkom-Thabong
Soutpansberg/Ikogomotseng

Courses offered:

- ? Coordinator/Trainer training- Level II/I11
- ? Home/Family Visitor training - Level 1/11
- ? Parent Enrichment training - Level I

Specific Course Objectives:

- ? The Coordinator/Trainer training course is aimed at parent educators, supervisory and support staff and community workers and motivators. Training is aimed at equipping learners with the theoretical background as well as planning and implementation skills needed for managing an early childhood programme.
- ? The Home/Family Visitor training course is aimed at Homevisitors and addresses the need for multi-skilled social development workers who have a sound understanding of a range of ECD provision options, delivery mechanisms and the community in which they live and work.
- ? The Parent Enrichment course aims to equip parents with the confidence and skills necessary to undertake their parenting roles as well as to act as the first teachers of their children. The course also aims to skill parents as ongoing resources and mediators between their children and the demands of life.

Duration of each Course:

- ? The Coordinator/Trainer training course begins with a one week intensive module followed by full day workshops which are held weekly over a two year period.
- ? Home/Family Visitor training course has the same format as that of the Coordinator's training course.
- ? The Parent Enrichment course is a structured two-year programme.. A paraprofessional visits a parent at home every week for 1 hourly sessions, bringing a packet of activities for the week. The HIPPY parent then allocates time each day to work with her/his children.

Language in which course is conducted:

Coordinator training - English with appropriate translation if required. Other training is provided in the language of the learners.

Database of Trainees:

Yes

No. of participants per programme:

Programme	No. participants 1994	No. Participants 1995
Coordinator/Trainer Training	10	13
Home/Family Visitor Training	50	62
Parent Enrichment Training	880	1180

Personnel employed by the organisation:

Category	Full-time	Part-time
Programme	-11-Hippy Coordinators. 2-Family development co-ordinators	62 Home / Family Visitors
Administration	1	
Service		1

18A Status:No

PROFILE OF ORGANISATION

Name: H.I.P.P.Y (South Africa) Home Instruction Programme for Pre-school Youngsters

Date started with Teacher Training: 1988

Area of Operation:

Gauteng - programme offered in Bosmont, Daveyton, Diepkloof, Etwatwa, Hillbrow, Jabavu, Kwa-thema, Orlando, Vosloorus, Westbury.

North West programme offered in Winterveldt.

Courses offered:

A two-year structured, informal programme - Level I equivalent

Specific course objectives:

The programme enables the development of language, perceptual and problem solving skills in children of four to six years.

Duration of course:

Parents use a structured two-year programme. They receive a manual with easy-to-use worksheets that they can work through with the child. A paraprofessional visits a parent at home every week, bringing a storybook and the packet of activities for the week. Role-playing is used to instruct the parent in the activities for the week. The HIPPY parent then allots time each day to work with her/his children. The packet of activities are structured and designed to facilitate the learning of new concepts.

Language in which courses are conducted:

English

Database of Trainees:

Yes

No. of participants per programme:

Programme	No. participants 1994	No. Participants 1995
HIPPY model	69	31

Personnel employed by the organisation:

Category	Full-time	Part-time
Programme	4+10 Co-ordinators	
Administration		2
Service	2	

18A Status: No

PROFILE OF ORGANISATION

Name: M.T. Training Centre

Date started with Teacher Training: Aug 1992

Area of operation: Gauteng based. Participants also come from Pretoria and surrounding areas.

Courses offered:

? Educare programme - Level II

Specific Course Objectives

? Educare programme aims to foster the spirit of education in young children. The programme includes a remedial programme which aims to address key learning disabilities faced by children

Duration of each course

? Educare programme is a full time course conducted over a 5 month period.

Language in which course is conducted:

English

Database of Trainees:

Yes for the educare programme

No. of participants per programme:

Programme	No. participants 1994	No. Participants 1995
Educare	60	180

Personnel employed by the organisation:

Category	Full-time	Part-time
Programme	4	
Administration	1	
Service		

18A Status:No

PROFILE OF ORGANISATION

Name: .Thabong Educare Resource Centre

Date started with Teacher Training: 1987

Area of operation: Daveyton (East Rand)

Courses offered:

- ? Preschool Leadership Programme - Level I
- ? Preschool Leadership Programme - Level II

Specific Objectives of courses:

- ? The Preschool Leadership Level I and II programmes aim to improve the quality of life and education of children through providing preschool teachers with ECD skills.

Duration of Courses:

- ? The Preschool Leadership Programme - Level I and II are of 6 months duration. It has not been possible to ascertain further details about these programmes.

Language in which courses are conducted:

English, Xhosa, Zulu and Sotho.

Database of Trainees:

No

No. of participants per programme:

Programme	No. participants 1994	No. Participants 1995
Level I	37	41
Level II	30	0

Personnel employed by the organisation:

Category	Full-time	Part-time
Programme	5	
Administration	2	1
Service	1	1

18A Status: Yes

PROFILE OF ORGANISATION

Name: Baobab Community College

Date started with Teacher Training: 1987

Area of operation: Alexandra

Courses offered:

- ? Foundation-level 2
- ? Second Year -primary school
- ? Third Year-primary school
- ? Child-minders-level 1 and 2
- ? Nursery School Apprentice Year- level 3

Specific Course objectives:

- ? The Foundation course aims to: (i) awaken the educator in each trainee; (ii) develop trainees' responsibility, motivation and insight into children of various ages; (iii) develop trainees' creativity in all spheres; (iv) develop trainees' independent thought, art and crafts and social community work.
- ? The Second Year course aims to build on the Foundation course and to focus more specifically on preprimary teaching and to develop trainees' imagination, initiative and insight into the needs of the developing child.
- ? The Third Year course aims to build on the training of the past two years. Emphasis is on classroom practice and aims to enable trainees to take their, own classes. The Waldorf approach to education is used.
- ? The Child-minders course is targets child-minders and caregivers and aims to enable them to: (1) understand child development and care; (ii) gain skills in making toys and equipment; (iii) learn storytelling, games, nursery rhymes for young children; (iv) gain involvement of parents.
- ? The Nursery School Apprentice Year aims to enable students to have intensive practical experience under the guidance of experienced preschool teachers. Participants will learn how to take responsibility for a group of children and work with daily, monthly and yearly schedules.

Duration of Courses:

- ? The Foundation course consists of 5 full days of training.
- ? The Second Year course is conducted over a one year period.
- ? The Third Year course is conducted over one year.
- ? The Child-minders course consists of 2-3 weeks of training conducted from 9am to 3pm.
- ? The Nursery School Apprentice programme is a one year full-time course. 1-2 week intensive seminars are held every term for four terms.

Language in which courses are conducted:

English

Database of Trainees:

No

No. of participants per programme:

Programme	No. Participants 1994	No. of Participants 1995
Foundation	9	23
2nd Year	12	3
3rd Year	0	3
P/S Enrichment	12	0
Childminders	35	30
N/S Apprenticeship	0	9

Personnel employed by the organisation:

Category	Full-time	Part-time
Programme	7	
Administration	3	
Service		2

18A Status: Yes under the Centre for the Art of Living in Africa Trust.

PROFILE OF ORGANISATION

Name: Learning for All Trust

Date started with Teacher Training: 1993

Area of operation: Daveyton, Dennilton, Kwandebele

Courses offered:

- ? Pre-primary teachers' certificate-level II SACECD equivalent
- ? Trainers' certificate-Level III SACECD equivalent.
- ? Care club programme
- ? Stewards course

Specific Course objectives:

- ? The Pre-primary teachers' certificate course aims to train ECD workers/teachers responsible for the care and education of more than 6 children, between the ages of 2 and 6 years, to run a centre. Trainees are skilled to run parent workshops to ensure linkages between the centre and the home and to enable trainees to understand their broader role as community developers.
- ? The Trainers' certificate course aims to train ECD trainers in ECD and developmental issues.
- ? The Care Club programme aims to (i) provide parents with income-generating activities to break the cycle of poverty; (ii) provide parents with community-development skills; (iii) encourage parents and caregivers of young children to develop sound socialisation practices that reflect a positive attitude towards young children while honouring the part already played by the family in the development of young children.
- ? The Stewards' course aims to equip para-professionals to move among communities to facilitate community-development work and to encourage parents and caregivers whose children are not in ECD centres to develop sound socialisation practices which reflect a positive attitude to young children, while honouring the part already played by the family.

Duration of Courses:

- ? The Pre-primary teachers' certificate course is run over a one year period consisting of a total of 4 weeks training in an ECD centre with children present (20 days in total) and 11 workshops held once a month over the 11 month period.
- ? The Trainers' certificate course consists of a two year part-time in-service course with monthly seminars and written assignments.
- ? The Care Club programme is a 6 month course consisting of weekly workshops of four hours each.
- ? The Stewards' course is conducted over a 6 month period and consists of monthly workshops held from 09h00 to 13h00.

Language in which course is conducted:

English as a basic with running translation of vernacular languages of the participants including Zulu, Xhosa, North Sotho, South Sotho and Xitsonga.

Database of Trainees:

Yes

No. of participants per programme:

Programme	Year	No. of Participants
Pre-primary teachers' certificate	1994	79
Pre-primary teachers' certificate	1995	82
Care Club programme	1995	234
Stewards' course	1995	16

Personnel employed by the organisation:

Category	Full-time	Part-time
Programme	4	
Administration		1
Service		

18A Status: Yes

PROFILE OF ORGANISATION

Name: Community & Child Development Centre

Date started with Teacher Training: 1982

Area of operation: Border: Alice down to Butterworth, Southern, Central, Western Cape Province

Courses offered:

- ? Basic Educare Course - Level I
- ? Educare Development Course - Level II
- ? Specialised Educare Course - Level III
- ? Residential Educare Course-level I
- ? Regional Training Programme-Level I
- ? Distance Education Programme-Level I
- ? Outreach Training Programme-Level I

Specific Course Objectives:

- ? The Basic Educare Course aims to equip educare workers with basic knowledge and practical information on running an educare centre.
- ? The Educare Development Course - Level II aims to provide participants with a more advanced level of training which will equip trainees with an extensive knowledge in educare and related life skills. Participants are trained to work with children, adults, self and systems.
- ? The Specialised Educare Course is aimed at principals, supervisors and staff with training and experience in educare. The course aims to equip trainees with an extensive knowledge of educare and related management and life skills so they may devise and organise local educare training workshops, i.e. to empower them as educare facilitators in their communities.
- ? The Residential Educare Course is aimed at participants who live far away from the centre and are thus not able to attend weekly training sessions. It equips educare workers with a basic knowledge and practical information on running an educare centre.
- ? The Regional Training Programme is an ongoing programme run at various venues throughout the region in order to reach members of the community who are interested in issues pertaining to the education and care of young children. In this way the programme aims to build capacity in the region.
- ? The Distance Education Programme is a radio programme aimed at rural communities who have little or no access to educare training and support.
- ? Outreach Training Programme aims to equip trainers with the skills required to run their own programmes that will impart knowledge to ECD workers.

Duration of each Course:

- ? The Basic Educare Course is conducted over 10 months and consists of one 4 hour workshop weekly.
- ? The Educare Development Course is conducted over 10 months and consists of one 4 hour workshop weekly.
- ? The Specialised Educare Course is conducted over 10 months and consists of one 4 hour workshop weekly.
- ? The Residential Educare Course consists of four 1 week modules conducted throughout the year. • The Regional Training Programme consists of ongoing weekly workshops.
- ? The Distance Education Programme consists of a one hour radio broadcast on Radio Ciskei every Wednesday.
- ? Outreach Training Programme involves an intensive training programme conducted for 6 weeks.

Language in which course is conducted:

Xhosa and English. Sessions are also conducted in Afrikaans if required.

Database of Trainees:

Yes

No. of participants per programme:

Programme	No. participants 1994	No. Participants 1995
Basic Educare Course - Level I	65	68
Educare Development Course - Level II	33	70
Specialised Educare Course - Level III	24	30
Residential Educare Course	21	
Regional Training Programme	75	258
Distance Education Programme	radio programme	
Outreach Training Programme	25	

Personnel employed by the organisation:

Category	Full-time	Part-time
Programme	24	
Administration	4	3
Service		2

18A Status: No

PROFILE OF ORGANISATION

Name: Ekuhlaleni Community Preschool Project

Date started with Teacher Training: 1985

Area of operation: Western Cape - Khayelitsha and Nyanga

Courses offered:

- ? Home Based Level I Preschool Training Programme
- ? PTA Management Programme (workshops)

Specific Course objectives:

- ? The Home Based Level I Preschool Training Programme aims to: (i) train home based child care givers e.g. parents, child-minders, playgroup leaders and teachers in backyard creches; (ii) assist participants to increase their knowledge about how children develop, learn and grow; (iii) help improve basic standards of childcare in under-privileged situations.
- ? PTA Management Programme (workshops) are aimed at Management Committees members, concerned community members and also participants on the Level I programme. This course aims to:(i) provide administrative and financial training to committee members.

Duration of Courses:

- ? The Home Based Level I Preschool Training Programme is conducted over a 6 month period. 3 hour training sessions are conducted once a week. A total of 20 sessions are conducted. In addition 6 hour workshops are held monthly.
- ? The PTA Management Programme (workshops) is conducted over a 6 month period and comprises 2 six hour sessions per month.

Language in which courses are conducted:

Xhosa and English

Database of Trainees:

Yes

No. of participants per programme:

Programme	Number of participants. 1994	No. of Participants 1995
Home based Level I	58	30
PTA Management programme	100	120

Personnel employed by the organisation:

Category	Full-time	Part-time
Programme	4	
Administration	1	1
Service	1	1

18A Status: No

PROFILE OF ORGANISATION

Name: Centre for Social Development (Rhodes University CSD)

Date started with Teacher Training: 1981

Area of operation: Eastern Cape Region (Grahamstown down to Port Alfred up to Adelaide)

Courses offered:

? Pre-school Training Programme - Level I and II

Specific Course Objectives:

? Pre-school Training Programme aims to : (i) Enable trainees to run pre-school educational programmes; (ii) Assist trainees with the administrative aspects of pre-schools; (iii) Inform trainees of developments in the ECD field.

Duration of Course:

? The Pre-school Training Programme is a part-time course done over three years. The programme consists of three phases each of which has a one year duration. Each phase consists of one week of training followed by eight workshops at monthly intervals. Phase III is the equivalent of a Level II course.

Language in which course is conducted:

English, Xhosa and Afrikaans

Database of Trainees:

Yes

No. of participants per programme:

Programme	No. participants 1994	No. Participants 1995
Pre-school Training Course	83	82

Personnel employed by the organisation:

Category	Full-time	Part-time
Programme	9	
Administration	1	
Service		2

18A Status: Yes

PROFILE OF ORGANISATION

Name: Ntsoanatsatsi Educare Trust

Date started with Teacher Training: 1995

Area of operation: Whole of Qwa-Qwa and surrounding areas

Courses offered:

- ? The Ntataise Preschool Introductory Course

Specific Course objectives:

- ? The overall aims of Preschool Introductory Programme is to train educare teachers on farms and . is small towns to start an educare centre.
- ? Phase I of the Introductory course aims to help participants to: (i) understand what happens in a well organised educare centre programme; (ii) identify and make materials and equipment using scrap and natural materials; (iii) learn children's songs and games; (iv) know more about children's basic health and nutritional needs and requirements for a safe environment; (v) plan a daily programme and understand the teacher's role in daily activities; (vi) relate to children and parents; (vii) keep a daily register.
- ? Phase II - the Workshop and Visit programme places emphasis on how to put into practice what has been learnt in Phase I - how to establish a daily routine, how to set out activities and how to work with children in groups.

Duration of each course:

- ? The Preschool Introductory Programme consists of an intensive ten day programme (Phase I). Phase I is conducted in conjunction with Ntataise Trainers. Ntsoanatsatsi Trainers are responsible for Phase II of the programme. This is conducted over a one year period and consists of 12 day long workshops and 12 in-service visits.

Language in which course is conducted:

Southern Sotho

Database of Trainees:

Yes

No. of participants per programme:

Programme	No. participants 1994	No. Participants 1995
Preschool Introductory Programme	0	120

Personnel employed by the organisation:

Category	Full-time	Part-time
Programme	7	
Administration	1	
Service	1	

18A Status: No

PROFILE OF ORGANISATION

Name: Boitumelo Early Learning Centre

Date started with Teacher Training: 1989

Area of operation: Greater Pretoria, Brits, Siyabuswa and Rustenburg

Courses offered:

- Educare Training level I.
- Educare Training level II Specific

Course Objectives

- ? Educare Training aims to equip an educare teacher equip a centre and establish a basic programme for children aged 2-6 years.
- ? Educare Training level two aims to equip the participant with the necessary knowledge and teaching competence.

Duration of each course

- ? The Level I course is conducted over a 6 month period and consists of one day workshops per week.
- ? The Level II course is conducted over a 12 month period and consists of one workshop per week.

Language in which course is conducted:

English with translation to other languages where needed

Database of Trainees:

Yes

No. of participants per programme:

Programme	No. participants 1994	No. Participants 1995
Educare Training level one	75	54
Educare Training level two	25	29

Personnel employed by the organisation:

Category	Full-time	Part-time
Programme	16	
Administration	3	2
Service		2

18A Status: Yes

PROFILE OF ORGANISATION

Name: Northern Cape Educare Training Agency

Date started with Teacher Training: 1993

Area of operation: Kimberley

Courses offered:

? Level I - How a child develops and learns

Specific Course Objectives

? The Level I course aims to: (i) provide inset to educare teachers in order to ensure that children of pre-school age have access to stimulating programmes. (ii) promote the right of children to receive physical, emotional, social and intellectual development and care. (iii) make communities aware of the importance of early childhood education.

Duration of each course

? The level I course comprises a two week in-service course followed by monthly workshops. The number of monthly workshops is unspecified and is conducted according to the need.

Language in which course is conducted:

English, Tswana and Xhosa

Database of Trainees:

Yes

No. of participants per programme:

Programme	No. participants 1994	No. Participants 1995
Level I	61	56

Personnel employed by the organisation:

Category	Full-time	Part-time
Programme	2	
Administration	1	
Service		

18A Status: No

PROFILE OF ORGANISATION

Name: .Grow Early Learning Centre

Date started with Teacher Training: .March 1993

Area of operation: .West Rand, Alexandra, Vosloorus, Orange Farm, Eldorado Park

Course offered:

? Educare Orientation Course Level I

Specific Course Objectives:

? Educare Orientation Course Level I aims to develop the potential of women to become economically independent and to provide adequately for the preschool needs of their communities.

Duration of each course

? The Educare Orientation Course Level I consists of 4 5-day modules conducted over a 12 month period.

Language in which courses are conducted

The Educare Orientation Course, Level I is conducted predominantly in English and sometimes Mother tongue.

Database of Trainees

Yes -(being established)

No. of participants per programme:

Programme	No. participants 1994	No. Participants 1995
Level I	54	76

*34 trainees will complete the course in 1995

18A Status

No

Personnel employed by the organisation:

Category	Full-time	Part-time
Programme	4	7
Administration	2	1
Service	1	

PROFILE OF ORGANISATION

Name: Woz'bona

Date started with Teacher Training: 1988

Area of operation: Sekhukhune, Gauteng, Maluti (E. Cape), Venda

Courses offered:

? Level I

? Level II

Specific Course Objectives

? Level I aims to : (i) provide in-service training to teachers so that they are able to work with children aged 2-6 years. (ii) provide training for teachers to be able to effectively deal with parents.

? Level II aims to :(i) enable teachers to follow the growth, cognitive development and needs of young children. (ii) enable teachers to run parents/committee meetings and carry out basic financial, administrative tasks.(iii) be able to grow a trench garden for the school in order to supplement children's diets.

Duration of each course

? The Level I course comprises three 5-day training workshops over 6 months.

? The Level II comprises 6 5-day workshops over 18 months with follow up site visits.

Language in which course is conducted:

Regional languages in the regions and English in Guateng.

Database of Trainees:

Yes

No. of participants per programme:

Programme	No. participants 1994	No. Participants 1995
Level I	51	59
Level II		14

Personnel employed by the organisation:

Category	Full-time	Part-time
Programme	6	
Administration	1	
Service		1

18A Status: No

PROFILE OF ORGANISATION

Name: Grassroots

Date started with Teacher Training: 1972

Area of operation: Cape Metropolitan South & North, Boland West & West Coast, Boland East Helderberg.

National programme serves Gauteng, Northern Province, North West Province, Northern Cape, Free State, Kwazulu/Natal and Western Cape.

Courses offered:

- ? Centre for Educare Training -level I
- ? Centre Educare Training -level II
- ? Financial Training
- ? Organisational Development
- ? Health and First Aid Training-level 1 and 11
- ? Home Educare Programme for under 3s
- ? National Training Programme

Specific Course Objectives

- ? Centre Educare Training -level I aims to:(i) offer a basic introduction to the main concepts of educare. (ii) maintain and develop a daily programme that supports child development. (iii) enhance practical and creative skills. (iv) encourage parental involvement in educare.
- ? Centre Educare Training -level 11 aims to ensure that educare teachers build on their skills and knowledge for organising, managing, and initiating learning experiences for pre-school children.
- ? Financial Training aims to equip principals, administrators and treasurers to set up basic bookkeeping systems. This includes topics on fund-raising, record keeping, and financial management.
- ? Organisational Development aims to equip trainees with effective skills to ensure sound project management, good leadership and accountability.
- ? Health and First Aid Training-level I and II aims to: (i) develop an awareness of what constitutes a healthy, hygienic environment for children and share the skills and knowledge of what is required to monitor children's health. (ii) Provide teachers with the basic skills and knowledge to identify common childhood diseases and how to deal with minor injuries.
- ? Parent Enrichment and Home Educare Programme aims to: (i) provide support to mothers who cannot afford or do not require centre-based services for their children. (ii) provide support and training to home visitors and home mothers that provide home educare for children between the ages 0-3 years.
- ? The National Training Programme services resource and training agencies working in the ECD sector through a combination of structured skills training courses and field support. Courses target financial administrators, fieldworkers, training coordinators and directors.

Duration of each course

- ? Centre Educare Training -level I is run over 9 months, consisting of
 - 15 five hour sessions on a weekly basis
 - 2 five hour workshops
 - 1 five hour observation session
 - 2 five hour story telling sessions
- ? Centre Educare Training -level II consists of six modules run over an 18 month period.
- ? Financial Training consists of 10 five hour workshops that take place once every two weeks.

- ? Organisational Development comprises 12 three hour workshops once per week or 6 six hour workshops on Saturdays.
- ? Health and First Aid Training-level I and 11. The level I course comprise 6 five hour workshops, three per week. The level 11 course comprises 5 five hour workshops. two per week.
- ? Parent Enrichment and Home Educare Programme comprises one 4 hour workshop every Saturday as needed by the parents.
- ? The National Training programme is offered on an ad hoc basis according to demand. Various programmes of differing duration are offered.

Language in which course is conducted:

- ? Centre for Educare Training -level I- Afrikaans, English and Xhosa
- ? Centre Educare Training -level II- Afrikaans, English and Xhosa
- ? Organisational Development- Afrikaans, English and Xhosa
- ? Financial Training-English and Afrikaans
- ? Health and First Aid Training-level I and II- Afrikaans, English and Xhosa • Parent Enrichment and Home Educare Programme- Afrikaans and English.

Database of Trainees:

Yes

No. of participants per programme:

Programme	No. participants 1994	No. Participants 1995
Centre for educare training-level I	302	352
Centre Educare Training-level II		361
Financial Training	569	120
Organisational Development	691	700
Health and First Aid Level I and II	233	713
Under 3 s programme	164	180
National Programme	115	11

Personnel employed by the organisation:

Category	Full-time	Part-time
Programme	45	
Administration	20	
Service	3	

18A Status: Yes

PROFILE OF ORGANISATION

Name: Western Cape Foundation for Community Work (FCW)

Date started with Teacher Training: 1986

Area of operation: Ocean View, Mitchells Plain, Kewtown, Athlone, Khayelitsha, Blackheath, Grassy Park and Wellington.

Courses offered:

- ? Pre-school training programme - Level I
- ? Pre-school training programme - Level II
- ? The Supervisor training programme

Specific Course Objectives

- ? Pre-school training programme aims to : (i) equip participants with basic practical skills needed to carry out clearly defined duties in a particular type of early childhood programme. (ii) provide an awareness programme in-service course for teachers who have just begun working with children between the ages of 2-6 years.
- ? Pre-school training programme level II aims to: (i) equip educare teachers with the knowledge and skills required to facilitate the all-round development of children between the ages of 2 and 6 years.
- ? The Supervisor training programme aims to:(i) equips educare supervisors with the necessary skills for the effective overall management of educare centres.

Duration of each course

- ? Pre-school training programme runs once a week for 4 hours over a 6 month period (minimum 60 hours).
- ? Pre-school training programme level II runs once a week over a 6 month period. One 6-hour training session is conducted every alternate week over a one year period.
- ? The Supervisor training programme runs for 5 hours every alternate week over a one year period.

Language of each programme

- ? Pre-school training programme - Level I (English, Afrikaans and Xhosa)
- ? Pre-school training programme - Level II (English and Afrikaans)
- ? Supervisor training programme - (English and Afrikaans)

No. of participants per programme:

Programme	No. participants 1994	No. Participants 1995
Pre-school training programme - Level I (English, Afrikaans)	n/a	16
Pre-school training programme - Level II	23	
Supervisor training programme	20	24

Database

Yes

Personnel employed by the organisation:

Category	Full-time	Part-time
Programme	10	
Administration	3	1
Service	1	

PROFILE OF ORGANISATION

Name: Ntsoanatsatsi Educare Trust

Date started with Teacher Training: 1995

Area of operation: Whole of Qwa-Qwa and surrounding areas

Courses offered:

- ? The Ntataise Preschool Introductory Course

Specific Course objectives:

- ? The overall aims of Preschool Introductory Programme is to train educare teachers on farms and in small towns to start an educare centre.
 - ? Phase I of the Introductory course aims to help participants to: (i) understand what happens in a well organised educare centre programme; (ii) identify and make materials and equipment using scrap and natural materials; (iii) learn children's songs and games; (iv) know more about children's basic health and nutritional needs and requirements for a safe environment; (v) plan a daily programme and understand the teacher's role in daily activities; (vi) relate to children and parents; (vii) keep a daily register.
 - ? Phase II - the Workshop and Visit programme places emphasis on how to put into practice what has been learnt in Phase I - how to establish a daily routine, how to set out activities and how to work with children in groups.

Duration of each course:

- **The Preschool Introductory Programme consists of an intensive ten day programme (Phase I).** Phase I is conducted in conjunction with Ntataise Trainers. Ntsoanatsatsi Trainers are responsible for Phase II of the programme. This is conducted over a one year period and consists of 12 day long workshops and 12 in-service visits.

Language in which course is conducted:

Southern Sotho

Database of Trainees:

Yes

No. of participants per programme:

Programme	No. participants 1994	No. Participants 1995
Preschool Introductory Programme	0	120

Personnel employed by the organisation:

Category	Full-time	Part-time
Programme	7	
Administration	1	
Service	1	

18A Status: No

PROFILE OF ORGANISATION

Name: KAVO (Karoo Assosiasie vir Voorskoolse Ontwikkeling)

Date started with Teacher Training: 1992

Area of operation: The area contained between Laingsburg, Richmond, Kenhardt & Klaarstroom (Western Cape)

Courses offered:

- ? Educare Level I
- ? Committee and Leadership training programme

Specific Course objectives:

- ? The Educare Level I course aims to enable participants to: (i) identify all elements needed for a good preschool programme; (ii) develop knowledge of skills, equipment and activities needed in a centre; (iii) ensure basic health and balanced meals for children as well as a clean, secure and safe environment; (iv) understand how children develop and plan a day programme; (v) make and produce equipment and toys.
- ? The Committee and Leadership training programme aims to enable committee leaders to run, administer and plan for the preschool. Training in bookkeeping is also provided.

Duration of Courses:

- ? The Educare Level I programme consists of three modules conducted over a 6 month period. Each module consists of a five day programme.
- ? The Committee and Leadership programme consists of 5 modules of one day each conducted over a one year period.

Language in which courses are conducted:

Afrikaans, English and Xhosa.

Database of Trainees:

No

No. of participants per programme:

Programme	Year	No. of Participants
Educare Level I	1994	27
Committee & Leadership programme	1994	120
Educare Level I	1995	99
Committee & Leadership programme	1995	9

Personnel employed by the organisation:

Category	Full-time	Part-time
Programme	5	
Administration	3	
Service	1	

18A Status:No

PROFILE OF ORGANISATION

Name: P.E. Early Learning Centre

Date started with Teacher Training: 1986 - 92 (VF Initiative)
1992 - 95 (Independent)

Area of operation: Eastern Cape Coast from Plettenberg Bay to Port Alfred & extending inland

Courses offered:

- ? Educare Training Course-level II
- ? Orientation `A' and `B' level I
- ? Community Organisational Training
- ? Home Based Course-pre-level 1.1

Specific Course Objectives

- ? The level II Educare Training Course, aims to:(i) Assist teachers to be able to run a pre-school course for children aged 36 years. (ii) Assist teachers to keep records and deal with other administrative needs. (iii) Assist teachers to advise parents on the ECD field. (iv) Build teachers self-esteem.
- ? The Orientation `A' and `B' level I course aims to: (i) Assist teachers to design and implement a daily programme. (ii) Teachers to deal with the relationships between parent/teacher and child.
- ? Community Organisational Training aims to: (i) enable the committee to manage the project effectively. (ii) Encourage the community to play a role within the centres. (iii) Encourage networking. (iv) Provide financial administration skills and fund-raising strategies.
- ? Home Based Course aims to: (i) provide home-based mothers who care for children between the ages of 0-3 years with the necessary skills and information on nutrition, hygiene, developmental needs of the child, and parental and community involvement in educare.

Duration of each course

- ? Educare level II Training Course consists of one afternoon workshop per week during each term for a period of one year. A block course comprising three 2 week sessions is conducted for rural participants.
- ? Orientation `A' and `B' level I comprises two consecutive weeks of 7 hours and another two consecutive weeks of 7 hours at a later stage over a period of one year.
- ? Community Organisational Training is offered in 5 three hour sessions in a period of one week. An additional three hour session is also provided when the need arises. Trainers are trained in East London by ELRU.
- ? Home Based Course comprises two modules, a one week training workshop and a one week follow up workshop.

Language in which course is conducted:

The Home based course: is offered in Xhosa and the remaining course are conducted in English, Xhosa and Afrikaans.

Database of Trainees:

Yes

No. of participants per programme:

Programme	No. participants 1994	No. Participants 1995
Educare Training Course	81	81

Orientation 'A' and 'B' level one	209	224
Community Organisational Training	18	13
Home Based Course	44	64

Personnel employed by the organisation:

Category	Full-time	Part-time
Programme	13	
Administration	1	
Service		1

18A Status: Yes

PROFILE OF ORGANISATION

Name: Community & Child Development Centre

Date started with Teacher Training: 1982

Area of operation: Border: Alice down to Butterworth, Southern, Central, Western Cape Province

Courses offered:

- ? Basic Educare Course - Level I
- ? Educare Development Course - Level II
- ? Specialised Educare Course - Level III
- ? Residential Educare; Course-level I
- ? Regional Training Programme-Level I
- ? Distance Education Programme-Level I
- ? Outreach Training Programme-Level I

Specific Course Objectives:

- ? The Basic Educare Course aims to equip educare workers with basic knowledge and practical information on running an educare centre.
- ? The Educare Development Course - Level II aims to provide participants with a more advanced level of training which will equip trainees with an extensive knowledge in educare and related life skills. Participants are trained to work with children, adults, self and systems.
- ? The Specialised Educare Course is aimed at principals, supervisors and staff with training and experience in educare. The course aims to equip trainees with an extensive knowledge of educare and related management and life skills so they may devise and organise local educare training workshops, i.e. to empower them as educare facilitators in their communities.
- ? The Residential Educare Course is aimed at participants who live far away from the centre and are thus not able to attend weekly training sessions. It equips educare workers with a basic knowledge and practical information on running an educare centre.
- ? The Regional Training Programme is an ongoing programme run at various venues throughout the region in order to reach members of the community who are interested in issues pertaining to the education and care of young children. In this way the programme aims to build capacity in the region.
- ? The Distance Education Programme is a radio programme aimed at rural communities who have little or no access to educare training and support.
- ? Outreach Training Programme aims to equip trainers with the skills required to run their own programmes that will impart knowledge to ECD workers.

Duration of each Course:

- ? The Basic Educare Course is conducted over 10 months and consists of one 4 hour workshop weekly.
- ? The Educare Development Course is conducted over 10 months and consists of one 4 hour workshop weekly.
- ? The Specialised Educare Course is conducted over 10 months and consists of one 4 hour workshop weekly.
- ? The Residential Educare Course consists of four 1 week modules conducted throughout the year.
- ? • The Regional Training Programme consists of ongoing weekly workshops.
- ? The Distance Education Programme consists of a one hour radio broadcast on Radio Ciskei every Wednesday.
- ? Outreach Training Programme involves an intensive training programme conducted for 6 weeks.

Language in which course is conducted:

Xhosa and English. Sessions are also conducted in Afrikaans if required.

Database of Trainees:

Yes

No. of participants per programme:

Programme	No. participants 1994	No. Participants 1995
Basic Educare Course - Level I	65	68
Educare Development Course - Level II	33	70
Specialised Educare Course - Level III	24	30
Residential Educare Course	21	
Regional Training Programme	75	258
Distance Education Programme	radio programme	
Outreach Training Programme	25	

Personnel employed by the organisation:

Category	Full-time	Part-time
Programme	24	
Administration	4	3
Service		2

18A Status: No

PROFILE OF ORGANISATION

Name: Kgutlo Tharo Educare & Resource Centre

Date started with Teacher Training: 1992

Area of operation: Vaal area: Evaton, Sebonkeng, Sharpville, Vereeniging, Ruster Vaal.
Free State: Sasolburg, Parys, Tumahole, Vredefort, Koppies, Heilbron, Petrus Steyn, Frankfort, Metsimaholo, Deneysville and Viljoensdrift.

Courses offered:

- ? Level I (Baby and Preparatory)
- ? Level II
- ? Level III - Advanced Educare Course Management Committee Training

Specific Course objectives:

- ? The Level I (Baby and Preparatory) aims to: (i) introduce the basic principles of educare to the trainee; (ii) make him/her aware of the importance of constructive stimulation for the young child; (iii) enable the trainee to enjoy doing a variety of activities with young children.
- ? The Level II course aims to extend the basic knowledge gained in Level I and to concentrate on the daily programme: so that the trainee is able to stimulate the children throughout the day. The Level III course aims to extend the background information gained by the trainees and to enrich his/her life skills.
- ? The Management Committee Training course aims to : (i) involve parents in their preschool centres; (ii) clarify educare; (iii) clarify the structure of management committees and roles of committee members and staff; (iv) enable parents to run an educare centre; (v) give guidance about financial aspects and interpersonal relationships.

Duration of Courses:

- ? The Level I course consists of twelve full-day workshops, two of which are held on consecutive days i.e. 6 times per year. Workshops consist of theoretical work in the morning and practical work in the afternoon.
- ? The Level II course is conducted over four 1 week modules. The mornings are devoted to theory and the afternoons to practical training.
- ? The Level III course consists of 6 week-long modules conducted over an 18, month period.
- ? The Management Committee course consists of four half day workshops.

Language in which courses are conducted:

English, Sotho and some Afrikaans.

Database of Trainees:

Yes attendance registers kept for all courses.

No. of participants per programme:

Programme	Year	No. of Participants
Level I	1994	39
Level I	1995	25
Level II	1994	29
Level II	1995	47
Level III	1995	10
Management Committee	1995	45

Personnel employed by the organisation:

Category	Full-time	Part-time
Programme	6	
Administration		1
Service	1	2

18A Status: No

PROFILE OF ORGANISATION

Name: Little Elephant / TREE Centre for Early Education (LETCEE)

Date started with Teacher Training: 1993

Area of operation: KwazuluNatal - Greytown and Tugela Ferry.

Courses offered:

- ? Foundation - Level I
- ? Inkulisa - Level 11
- ? School Readiness - Between Level 11/III

Specific Course objectives:

- ? The Foundation course aims to provide women who are starting to work in an educare centre, or who have had no previous training, an opportunity for observing existing facilities and for learning the basics.
- ? The Inkulisa Course targets trainees who have done the Foundation course and who are running a simple daily programme. It aims to provide trainees with the opportunity to broaden their knowledge and further their skills.
- ? The School Readiness course aims to provide training for those who work with children in the last year of preschool to prepare for formal schooling.

Duration of Courses:

- ? Foundation course consists of two 5 day modules conducted over 3 months with monitoring between modules.
- ? Inkulisa course consists of a one week module at the beginning of the course followed by four three day sessions conducted over 8 months.
- ? School Readiness course consists of two 5 day modules conducted over 2 months with monitoring between modules.

Language in which courses are conducted:

English and Zulu

Database of Trainees:

Yes

No. of participants per programme:

Programme	No. Participants 1994	No. Participants 1995
Foundation	22	71
Inkulisa	9	24
School Readiness	11	46

Personnel employed by the organisation:

Category	Full-time	Part-time
Programme	3	
Administration		1
Service		1

18A Status: No

PROFILE OF ORGANISATION

Name: Nyologang Educare Training Project

Date started with Teacher Training: 1992

Area of operation: N. W. Province - Potchefstroom up to Ventersdorp and West to Paung including the Rustenburg area & Groot Marico. Also work in Maseru in Lesotho.

Course Offered:

Level 1 Educare Training

Introductory with toy-making

Training for dynamic parenthood

Specific Objectives of each course:

- ? The level one course aims to enable and equip educare workers for the care and education of small children through addressing (i) Basic needs of small children; (ii) How children learn and develop; (iii) The administrative side of caring for children.
- ? Introductory with toy-making targets educare workers who have not undergone any training to get started as an educator. The course is presented before Level I training.
- ? Training for dynamic parenthood aims to have parents informed on the needs and development of their children and to also encourage involvement in educare centres.

Duration of each course:

- ? The level I course consists of a minimum of 28 training sessions offered over a one year period.
- ? Introductory with toy-making consists of 30-60 hours over two weeks
- ? The Parent dynamics course consists of 3 mornings per week over a 7 week period.

Language in which course is conducted:

English and Setswana

Database of Trainees:

No

No. of participants per programme:

Programme	No. participants 1994	No. Participants 1995
Level 1 Educare Training	227	245
Introductory		17
Parent Dynamics		15

Personnel employed by the organisation:

Category	Full-time	Part-time
Programme	15	1
Administration	2	
Service	2	

18A Status: Yes, through the University

PROFILE OF ORGANISATION

Name: Community & Child Development Centre

Date started with Teacher Training: 1982

Area of operation: Border: Alice down to Butterworth, Southern, Central, Western Cape Province

Courses offered:

- ? Basic Educare Course - Level I
- ? Educare Development Course - Level II
- ? Specialised Educare Course - Level III
- ? Residential Educare Course-level I
- ? Regional Training Programme-Level I
- ? Distance Education Programme-Level I
- ? Outreach Training Programme-Level I

Specific Course Objectives:

- ? The Basic Educare Course aims to equip educare workers with basic knowledge and practical information on running an educare centre:
- ? The Educare Development Course - Level II aims to provide participants with a more advanced level of training which will equip trainees with an extensive knowledge in educare and related life skills. Participants are trained to work with children, adults, self and systems.
- ? The Specialised Educare Course is aimed at principals, supervisors and staff with training and experience in educare. The course aims to equip trainees with an extensive knowledge of educare and related management and life skills so they may devise and organise local educare training workshops, i.e. to empower them as educare facilitators in their communities.
- ? The Residential Educare Course is aimed at participants who live far away from the centre and are thus not able to attend weekly training sessions. It equips educare workers with a basic knowledge and practical information on running an educare centre.
- ? The Regional Training Programme is an ongoing programme run at various venues throughout the region in order to reach members of the community who are interested in issues pertaining to the education and care of young children. In this way the programme aims to build capacity in the region.
- ? The Distance Education Programme is a radio programme aimed at rural communities who have little or no access to educare training and support.
- ? Outreach Training Programme aims to equip trainers with the skills required to run their own programmes that will impart knowledge to ECD workers.

Duration of each Course:

- ? The Basic Educare Course is conducted over 10 months and consists of one 4 hour workshop weekly.
- ? The Educare Development Course is conducted over 10 months and consists of one 4 hour workshop weekly.
- ? The Specialised Educare Course is conducted over 10 months and consists of one 4 hour workshop weekly.
- ? The Residential Educare Course consists of four 1 week modules conducted throughout the year.
- ? The Regional Training Programme consists of ongoing weekly workshops.
- ? The Distance Education Programme consists of a one hour radio broadcast on Radio Ciskei every Wednesday.
- ? Outreach Training Programme involves an intensive training programme conducted for 6 weeks.

Language in which course is conducted:

Xhosa and English. Sessions are also conducted in Afrikaans if required.

Database of Trainees:

Yes

No. of participants per programme:

Programme	No. participants 1994	No. Participants 1995
Basic Educare Course - Level I	65	68
Educare Development Course - Level II	33	70
Specialised Educare Course - Level III	24	30
Residential Educare Course	21	
Regional Training Programme	75	258
Distance Education Programme	radio programme	
Outreach Training Programme	25	

Personnel employed by the organisation:

Category	Full-time	Part-time
Programme	24	
Administration	4	3
Service		2

18A Status: No

PROFILE OF ORGANISATION

Name: Ekuhlalani Community Preschool Project

Date started with Teacher Training: 1985

Area of operation: Western Cape - Khayelitsha and Nyanga

Courses offered:

- ? Home Based Level I Preschool Training Programme
- ? PTA Management Programme (workshops)

Specific Course objectives:

- ? The Home Based Level I Preschool Training Programme aims to: (i) train home based child care givers e.g. parents, child-minders, playgroup leaders and teachers in backyard creches; (ii) assist participants to increase their knowledge about how children develop, learn and grow; (iii) help improve basic standards of childcare in under-privileged situations.
- ? PTA Management Programme (workshops) are aimed at Management Committees members, concerned community members and also participants on the Level I programme. This course aims to: (i) provide administrative and financial training to committee members.

Duration of Courses:

- ? The Home Based Level I Preschool Training Programme is conducted over a 6 month period. 3 hour training sessions are conducted once a week. A total of 20 sessions are conducted. In addition 6 hour workshops are held monthly.
- ? The PTA Management Programme (workshops) is conducted over a 6 month period and comprises 2 six hour sessions per month.

Language in which courses are conducted:

Xhosa and English

Database of Trainees:

Yes

No. of participants per programme:

Programme	Number of participants. 1994	No. of Participants 1995
Home based Level I	58	30
PTA Management programme	100	120

Personnel employed by the organisation:

Category	Full-time	Part-time
Programme	4	
Administration	1	1
Service	1	1

18A Status: No

PROFILE OF ORGANISATION

Name: Centre for Social Development (Rhodes University CSD)

Date started with Teacher Training: 1981

Area of operation: Eastern Cape Region (Grahamstown down to Port Alfred up to Adelaide)

Courses offered:

? Pre-school Training Programme - Level I and II

Specific Course Objectives:

? Pre-school Training Programme aims to :(i) Enable trainees to run pre-school educational programmes; (ii) Assist trainees with the administrative aspects of pre-schools; (iii) Inform trainees of developments in the ECD field.

Duration of Course:

? The Pre-school Training Programme is a part-time course done over three years. The programme consists of three phases each of which has a one year duration. Each phase consists of one week of training followed by eight workshops at monthly intervals. Phase III is the equivalent of a Level II course.

Language in which course is conducted:

English, Xhosa and Afrikaans

Database of Trainees:

Yes

No. of participants per programme:

Programme	No. participants 1994	No. Participants 1995
Pre-school Training Course	83	82

Personnel employed by the organisation:

Category	Full-time	Part-time
Programme	9	
Administration	1	
Service		2

18A Status: Yes

PROFILE OF ORGANISATION

Name: Ntsoanatsatsi Educare Trust

Date started with Teacher Training: 1995

Area of operation: Whole of Qwa-Qwa and surrounding areas

Courses offered:

? The Ntataise Preschool Introductory Course Specific

Course objectives:

- ? The overall aims of Preschool Introductory Programme is to train educare teachers on farms and in small towns to start an educare centre.
- ? Phase I of the Introductory course aims to help participants to: (i) understand what happens in a well organised educare centre programme; (ii) identify and make materials and equipment using scrap and natural materials; (iii) learn children's songs and games; (iv) know more about children's basic health and nutritional needs and requirements for a safe environment; (v) plan a daily programme and understand the teacher's role in daily activities; (vi) relate to children and parents; (vii) keep a daily register.
- ? Phase II - the Workshop and Visit programme places emphasis on how to put into practice what has been learnt in Phase I - how to establish a daily routine, how to set out activities and how to work with children in groups.

Duration of each course:

- ? The Preschool Introductory Programme consists of an intensive ten day programme (Phase I). Phase I is conducted in conjunction with Ntataise Trainers. Ntsoanatsatsi Trainers are responsible for Phase II of the programme. This is conducted over a one year period and consists of 12 day long workshops and 12 in-service visits.

Language in which course is conducted:
Southern Sotho

Database of Trainees:
Yes

No. of participants per programme:

Programme	No. participants 1994	No. Participants 1995
Preschool Introductory Programme	0	120

Personnel employed by the organisation:

Category	Full-time	Part-time
Programme	7	
Administration	1	
Service	1	

18A Status: No

PROFILE OF ORGANISATION

Name: Boitumelo Early Learning Centre

Date started with Teacher Training: 1989

Area of operation: Greater Pretoria, Brits; Siyabuswa and Rustenburg

Courses offered:

- Educare Training level I.
- Educare Training level II

Specific Course Objectives

- ? Educare Training aims to equip an educare teacher equip a centre and establish a basic programme for children aged 2-6 years.
- ? Educare Training level two aims to equip the participant with the necessary knowledge and teaching competence.

Duration of each course

- ? The Level I course is conducted over a 6 month period and consists of one day workshops per week.
- ? The Level II course is conducted over a 12 month period and consists of one workshop per week.

Language in which course is conducted:

English with translation to other languages where needed

Database of Trainees:

Yes

No. of participants per programme:

Programme	No. participants 1994	No. Participants 1995
Educare Training level one	75	54
Educare Training level two	25	29

Personnel employed by the organisation:

Category	Full-time	Part-time
Programme	16	
Administration	3	2
Service		2

18A Status: Yes

PROFILE OF ORGANISATION

Name: Northern Cape Educare Training Agency

Date started with Teacher Training: 1993

Area of operation: Kimberley

Courses offered

? Level I - How a child develops and learns

Specific Course Objectives

? The Level I course aims to: (i) provide inset to educare teachers in order to ensure that children of pre-school age have access to stimulating programmes. (ii) promote the right of children to receive physical, emotional, social and intellectual development and care. (iii) make communities aware of the importance of early childhood education.

Duration of each course

? The level I course comprises a two week in-service course followed by monthly workshops. The number of monthly workshops is unspecified and is conducted according to the need.

Language in which course is conducted:

English, Tswana and Xhosa

Database of Trainees:

Yes

No. of participants per programme:

Programme	No. participants 1994	No. Participants 1995
Level I	61	56

Personnel employed by the organisation:

Category	Full-time	Part-time
Programme	2	
Administration	1	
Service		

18A Status: No

PROFILE OF ORGANISATION

Name: Grow Early Learning Centre

Date started with Teacher Training: March 1993

Area of operation: West Rand, Alexandra, Vosloorus, Orange Farm, Eldorado Park

Course offered:

? Educare Orientation Course Level I

Specific Course Objectives

? Educare Orientation Course Level I aims to develop the potential of women to become economically independent and to provide adequately for the preschool needs of their communities.

Duration of each course

? The Educare Orientation Course Level I consists of 4 5-day modules conducted over a 12 month period.

Language in which courses are conducted

? The Educare Orientation Course Level I is conducted predominantly in English and sometimes Mother tongue.

Database of Trainees

Yes -(being established)

No. of participants per programme:

Programme	No. participants 1994	No. Participants 1995
Level I	54	76

*34 trainees will complete the course in 1995

18A Status

No

Personnel employed by the organisation:

Category	Full-time	Part-time
Programme	4	7
Administration	2	1
Service	1	

PROFILE OF ORGANISATION

Name: Woz'bona

Date started with Teacher Training: 1988

Area of operation: Sekhukhune, Gauteng, Maluti (E. Cape), Venda

Courses offered:

? Level I

? Level II

Specific Course Objectives

? Level I aims to: (i) provide in- service training to teachers so that they are able to work with Children aged 2-6 years, (ii) provide training for teachers to be able to effectively deal with parents.

? Level II aims to: (i) enable teachers to follow the growth, cognitive development and needs of Young children. (ii) enable teachers to run parents/committee meetings and carry out basic financial, administrative tasks.(iii) be able to grow a trench garden for the school in order to supplement children's diets.

Duration of each course

? The Level I course comprises three 5-day training workshops over 6 months.

? The Level II comprises 6 5-day workshops over 18 months with follow up site visits.

Language in which course is conducted:

Regional languages in the regions and English in Guateng.

Database of Trainees:

Yes

No. of participants per programme:

Programme	No. participants 1994	No. Participants 1995
Level I	51	59
Level II		14

Personnel employed by the organisation:

Category	Full-time	Part-time
Programme	6	
Administration	1	
Service		1

18A Status: No

PROFILE OF ORGANISATION

Name: Grassroots

Date started with Teacher Training: 1972

Area of operation: Cape Metropolitan South & North, Boland West & West Coast, Boland East Helderberg

National programme serves Gauteng, Northern Province, North West Province, Northern Cape, Free State, Kwazulu/Natal and Western Cape.

Courses offered:

- ? Centre for Educare Training -level I
- ? Centre Educare Training -level II
- ? Financial Training
- ? Organisational Development
- ? Health and First Aid Training-level I and II
- ? Home Educare Programme for under 3s
- ? National Training Programme Specific

Course Objectives

- ? Centre Educare Training -level I aims to:(i) offer a basic introduction to the main concepts of educare. (ii) maintain and develop a daily programme that supports child development. (iii) enhance practical and creative skills. (iv) encourage parental involvement in educare.
- ? Centre Educare Training -level II aims to ensure that educare teachers build on their skills and knowledge for organising, managing, and initiating learning experiences for pre-school children.
- ? Financial Training aims to equip principals, administrators and treasurers to set up basic bookkeeping systems. This includes topics on fund-raising, record keeping, and financial management.
- ? Organisational Development aims to equip trainees with effective skills to ensure sound project management, good leadership and accountability.
- ? Health and First Aid Training-level I and II aims to: (i) develop an awareness of what constitutes a healthy, hygienic environment for children and share the skills and knowledge of what is required to monitor children's health. (ii) Provide teachers with the basic skills and knowledge to identify common childhood diseases and how to deal with minor injuries.
- ? Parent Enrichment and Home Educare Programme aims to: (i) provide support to mothers who cannot afford or do not require centre-based services for their children. (ii) provide support and training to home visitors and home mothers that provide home educare for children between the ages 0-3 years.
- ? The National Training Programme services resource and training agencies working in the ECD sector through a combination of structured skills training courses and field support. Courses target financial administrators, fieldworkers, training coordinators and directors.

Duration of each course

- ? Centre Educare Training -level I is run over 9 months, consisting of
 - 15 five hour sessions on a weekly basis
 - 2 five hour story telling sessions
 - 1 five hour observation session
 - 2 five hour story telling sessions
- ? Centre Educare Training -level II consists of six modules run over an 18 month period.
- ? Financial Training consists of 10 five hour workshops that take place once every two weeks.

- ? Organisational Development comprises 12 three hour workshops once per week or 6 six hour workshops on Saturdays.
- ? Health and First Aid Training-level I and II. The level I course comprise 6 five hour workshops, three per week. The level II course comprises 5 five hour workshops. two per week.
- ? Parent Enrichment and Home Educare Programme comprises one 4 hour workshop every Saturday as needed by the parents.
- ? The National Training programme is offered on an ad hoc basis according to demand. Various programmes of differing duration are offered.

Language in which course is conducted:

- ? Centre for Educare Training -level I- Afrikaans, English and Xhosa
- ? Centre Educare Training -level II- Afrikaans, English and Xhosa
- ? Organisational Development- Afrikaans, English and Xhosa
- ? Financial Training-English and Afrikaans
- ? Health and First Aid Training-level I and II- Afrikaans, English and Xhosa
- ? Parent Enrichment and Home Educare Programme- Afrikaans and English.

Database of Trainees:

Yes

No. of participants per programme:

Programme	No. participants 1994	No. Participants 1995
Centre for educare training-level I	302	352
Centre Educare Training-level II		361
Financial Training	569	120
Organisational Development	691	700
Health and First Aid Level I and II	233	713
Under 3 s programme	164	180
National Programme	115	11

Personnel employed by the organisation:

Category	Full-time	Part-time
Programme	45	
Administration	20	
Service	3	

18A Status: Yes

PROFILE OF ORGANISATION

Name: Western Cape Foundation for Community Work (FCW)

Date started with Teacher Training: 1986

Area of operation: Ocean View, Mitchells Plain, Kewtown, Athlone, Khayelitsha, Blackheath, Grassy Park and Wellington.

Courses offered:

- ? Pre-school training programme Level I
- ? Pre-school training programme - Level II
- ? The Supervisor training programme

Specific Course Objectives

- ? Pre-school training programme aims to : (i) equip participants with basic practical skills needed to carry out clearly defined duties in a particular type of early childhood programme. (ii) provide an awareness programme in-service course for teachers who have just begun working with children between the ages of 2-6 years.
- ? Pre-school training programme level II aims to : (i) equip educare teachers with the knowledge and skills required to facilitate the all-round development of children between the ages of 2 and 6 years of age.
- ? The Supervisor training programme aims to: (i) equips educare supervisors with the necessary skills for the effective overall management of educare centres.

Duration of each course

- ? Pre-school training programme runs once a week for 4 hours over a 6 month period (minimum 60 hours).
- ? Pre-school training programme level II runs once a week over a 6 month period. One 6hour training session is conducted every alternate week over a one year period.
- ? The Supervisor training programme runs for 5 hours every alternate week over a one year period.

Language of each programme

Pre-school training programme - Level I (English, Afrikaans and Xhosa)

Pre-school training programme - Level If (English and Afrikaans)

Supervisor training programme (English and Afrikaans)

No. of participants per programme:

Programme	No. participants 1994	No. Participants 1995
Pre-school training programme - Level I (English, Afrikaans)	n/a	16
Pre-school training programme - Level II	23	
Supervisor training programme	20	24

Database

Yes

Personnel employed by the organisation:

Category	Full-time	Part-time
Programme	10	
Administration	3	1
Service	1	

PROFILE OF ORGANISATION

Name: Ntsoanatsatsi Educare Trust

Date started with Teacher Training: 1995

Area of operation: Whole of Qwa-Qwa and surrounding areas

Courses offered:

? The Ntataise Preschool Introductory Course

Specific Course objectives:

- ? The overall aims of Preschool Introductory Programme is to train educare teachers on farms and in small towns to start an educare centre.
- ? Phase I of the Introductory course aims to help participants to: (i) understand what happens in a well organised educare centre programme; (ii) identify and make materials and equipment using scrap and natural materials; (iii) learn children's songs and games; (iv) know more about children's basic health and nutritional needs and requirements for a safe environment; (v) plan a daily programme and understand the teacher's role in daily activities; (vi) relate to children and parents; (vii) keep a daily register.
- ? Phase II - the Workshop and Visit programme places emphasis on how to put into practice what has been learnt in Phase I - how to establish a daily routine, how to set out activities and how to work with children in groups.

Duration of each course:

- ? The Preschool Introductory Programme consists of an intensive ten day programme (Phase 1). Phase I is conducted in conjunction with Ntataise Trainers. Ntsoanatsatsi Trainers are responsible for Phase II of the programme. This is conducted over a one year period and consists of 12 day long workshops and 12 in-service visits.

Language in which course is conducted:

Southern Sotho

Database of Trainees:

Yes

No. of participants per programme:

Programme	No. participants 1994	No. Participants 1995
Preschool Introductory Programme	0	120

Personnel employed by the organisation:

Category	Full-time	Part-time
Programme	7	
Administration	1	
Service	1	

18A Status: No

PROFILE OF ORGANISATION

Name: KAVO (Karoo Assosiasie vir Voorskoolse Ontwikkeling)

Date started with Teacher Training: 1992

Area of operation: The area contained between Laingsburg, Richmond, Kenhardt & Klaarstroom (Western Cape)

Courses offered:

- ? Educare Level I
- ? Committee and Leadership training programme

Specific Course objectives:

- ? The Educare Level I course aims to enable participants to: (i) identify all elements needed for a good pre-school programme; (ii) develop knowledge of skills, equipment and activities needed in a centre; (iii) ensure basic health and balanced meals for children as well as a clean, secure and safe environment; (iv) understand how children develop and plan a day programme; (v) make and produce equipment and toys.
- ? The Committee and Leadership training programme aims to enable committee leaders to run, administer and plan for the preschool. Training in bookkeeping is also provided.

Duration of Courses:

- ? The Educare Level I programme consists of three modules conducted over a 6 month period. Each module consists of a five day programme.
- ? The Committee and Leadership programme consists of 5 modules of one day each conducted over a one year period.

Language in which courses are conducted:
Afrikaans, English and Xhosa.

Database of Trainees:

No

No. of participants per programme:

Programme	Year	No. of Participants
Educare Level I	1994	27
Committee & Leadership programme	1994	120
Educare Level I	1995	99
Committee & Leadership programme	1995	9

Personnel employed by the organisation:

Category	Full-time	Part-time
Programme	5	
Administration	3	
Service	1	

18A Status:No

PROFILE OF ORGANISATION

Name: P.E. Early Learning Centre

Date started with Teacher Training: 1986 - 92 (VF Initiative)
1992 - 95 (Independent)

Area of operation: Eastern Cape Coast from Plettenberg Bay to Port Alfred & extending inland

Courses offered:

- ? Educare Training Course-level II
- ? Orientation `A' and `B' level I
- ? Community Organisational Training
- ? Home Based Course-pre-level 1.1

Specific Course Objectives

- ? The level II Educare Training Course aims to:(i) Assist teachers to be able to run a pre-school course for children aged 3-6 years. (ii) Assist teachers to keep records and deal with other administrative needs. (iii) Assist teachers to advise parents on the ECD field. (iv) Build teachers self-esteem.
- ? The Orientation `A' and `B' level I course aims to: (i) Assist teachers to design and implement a daily programme. (ii) Teachers to deal with the relationships between parent/teacher and child.
- ? Community Organisational Training aims to: (i) enable the committee to manage the project effectively. (ii) Encourage the community to play a role within the centres. (iii) Encourage networking. (iv) Provide financial administration skills and fund-raising strategies.
- ? Home Based Course aims to: (i) provide home-based mothers who care for children between the ages of 0-3 years with the necessary skills and information on nutrition, hygiene, developmental needs of the child, and parental and community involvement in educare.

Duration of each course

- ? Educare level II Training Course consists of one afternoon workshop per week during each term for a period of one year. A block course comprising three 2 week sessions is conducted for rural participants.
- ? Orientation `A' and `B' level I comprises two consecutive weeks of 7 hours and another two consecutive weeks of 7 hours at a later stage over a period of one year.
- ? Community Organisational Training is offered in 5 three hour sessions in a period of one week. An additional three hour session is also provided when the need arises. Trainers are trained in East London by ELRU.
- ? Home Based Course comprises two modules, a one week training workshop and a one week follow up workshop.

Language in which course is conducted:

The Home based course is offered in Xhosa and the remaining courses are conducted in English, Xhosa and Afrikaans.

Database of Trainees:

Yes

No. of participants per programme:

Programme	No. participants 1994	No. Participants 1995
Educare Training Course	81	81

Orientation 'A' and 'B' level one	209	224
Community Organisational Training	18	13
Home Based Course	44	64

Personnel employed by the organisation:

Category	Full-time	Part-time
Programme	13	
Administration	1	
Service		1

18A Status: Yes

PROFILE OF ORGANISATION

Name: Community & Child Development Centre

Date started with Teacher Training: 1982

Area of operation: Border : Alice down to Butterworth, Southern, Central, Western Cape Province

Courses offered:

- ? Basic Educare Course - Level I
- ? Educare Development Course - Level II
- ? Specialised Educare Course - Level III
- ? Residential Educare Course- level I
- ? Regional Training Programme-Level I
- ? Distance Education Programme-Level I
- ? Outreach Training Programme-Level I

Specific Course Objectives:

- ? The Basic Educare Course aims to equip educare workers with basic knowledge and practical information on running an educare centre.
- ? The Educare Development Course - Level II aims to provide participants with a more advanced level of training which will equip trainees with an extensive knowledge in educare and related life skills. Participants are trained to work with children, adults, self and systems.
- ? The Specialised Educare Course is aimed at principals, supervisors and staff with training and experience in educare. The course aims to equip trainees with an extensive knowledge of educare and related management and life skills so they may devise and organise local educare training workshops, i.e. to empower them as educare facilitators in their communities.
- ? The Residential Educare Course is aimed at participants who live far away from the centre and are thus not able to attend weekly training sessions. It equips educare workers with a basic knowledge and practical information on running an educare centre.
- ? The Regional Training Programme is an ongoing programme run at various venues throughout the region in order to reach members of the community who are interested in issues pertaining to the education and care of young children. In this way the programme aims to build capacity in the region.
- ? The Distance Education Programme is a radio programme aimed at rural communities who have little or no access to educare training and support.
- ? Outreach Training Programme aims to equip trainers with the skills required to run their own programmes that will impart knowledge to ECD workers.

Duration of each Course:

- ? The Basic Educare Course is conducted over 10 months and consists of one 4 hour workshop weekly.
- ? The Educare Development Course is conducted over 10 months and consists of one 4 hour workshop weekly.
- ? The Specialised Educare Course is conducted over 10 months and consists of one 4 hour workshop weekly.
- ? The Residential Educare Course consists of four 1 week modules conducted throughout the year.
- ? The Regional Training; Programme consists of ongoing weekly workshops.
- ? The Distance Education Programme consists of a one hour radio broadcast on Radio Ciskei every Wednesday.
- ? Outreach Training Programme involves an intensive training programme conducted for 6 weeks.

Language in which course is conducted:

Xhosa and English. Sessions are also conducted in Afrikaans if required.

Database of Trainees:

Yes

No. of participants per programme:

Programme	No. participants 1994	No. Participants 1995
Basic Educare Course - Level I	65	68
Educare Development Course - Level II	33	70
Specialised Educare Course - Level III	24	30
Residential Educare Course	21	
Regional Training Programme	75	258
Distance Education Programme	radio programme	
Outreach Training Programme	25	

Personnel employed by the organisation:

Category	Full-time	Part-time
Programme	24	
Administration	4	3
Service		2

18A Status: No

PROFILE OF ORGANISATION

Name: Kgutlo Tharo Educare & Resource Centre

Date started with Teacher Training: 1992

Area of operation:

Vaal area: Evaton, Sebonkeng, Sharpville, Vereeniging, Ruster Vaal.

Free State: Sasolburg, Parys, Tumahole, Vredefort, Koppies, Heilbron, Petrus Steyn, Frankfort, Metsimaholo, Deneysville and Viljoensdrift.

Courses offered:

- ? Level I (Baby and Preparatory),
- ? Level II
- ? Level III - Advanced Educare Course
- ? Management Committee Training

Specific Course objectives:

- ? The Level I (Baby and Preparatory) aims to: (i) introduce the basic principles of educare to the trainee; (ii) make him/her aware of the importance of constructive stimulation for the young child; (iii) enable the trainee to enjoy doing a variety of activities with young children.
- ? The Level II course aims to extend the basic knowledge gained in Level I and to concentrate on the daily programme so that the trainee is able to stimulate the children throughout the day.
- ? The Level III course aims to extend the background information gained by the trainees and to enrich his/her life-skills.
- ? The Management Committee Training course aims to : (i) involve parents in their preschool centres; (ii) clarify educare; (iii) clarify the structure of management committees and roles of committee members and staff; ((v) enable parents to run an educare centre; (v) give guidance about financial aspects and interpersonal relationships.

Duration of Courses:

- ? The Level I course consists of twelve full-day workshops, two of which are held on consecutive days i.e. 6 times per year. Workshops consist of theoretical work in the morning and practical work in the afternoon.
- ? The Level II course is conducted over four I week modules. The mornings are devoted to theory and the afternoons to practical training.
- ? The Level III course consists of ;6 week-long modules conducted over an 18 month period.
- ? The Management Committee course consists of four half day workshops.

Language in which courses are conducted:
English, Sotho and some Afrikaans.

Database of Trainees:

Yes attendance registers kept for all courses.

No. of participants per programme:

Programme	Year	No. of Participants
Level I	1994	39
Level I	1995	25
Level II	1994	29
Level II	1995	47
Level III	1995	10
Management Committee	1995	45

Personnel employed by the organisation:

Category	Full-time	Part-time
Programme	6	
Administration		1
Service	1	2

18A Status: No

PROFILE OF ORGANISATION

Name: Little Elephant/TREE Centre for Early Education (LETCEE)

Date started with Teacher Training: 1993

Area of operation: Kwazulu/Natal - Greytown and Tugela Ferry.

Courses offered:

- ? Foundation - Level I
- ? Inkulisa - Level II
- ? School Readiness - Between Level II/III

Specific. Course objectives:

- ? The Foundation course aims to provide women who are starting to work in an educare centre, or who have had no previous training, an opportunity for observing existing facilities and for learning the basics.
- ? The Inkulisa Course targets trainees who have done the Foundation course and who are running a simple daily programme. It aims to provide trainees with the opportunity to broaden their knowledge and further their skills.
- ? The School Readiness course aims to provide training for those who work with children in the last year of preschool to prepare for formal schooling.

Duration of Courses:

- ? Foundation course consists of two 5 day modules conducted over 3 months with monitoring between modules.
- ? Inkulisa course consists of a one week module at the beginning of the course followed by four three day sessions conducted over 8 months.
- ? School Readiness course consists of two 5 day modules conducted over 2 months with monitoring between modules.

Language in which courses are conducted:

English and Zulu

Database of Trainees:

Yes

No. of participants per programme:

Programme	No. Participants 1994	No. Participants 1995
Foundation	22	71
Inkulisa	9	24
School Readiness	11	46

Personnel employed by the organisation:

Category	Full-time	Part-time
Programme	3	
Administration		1
Service		1

18A Status: No

PROFILE OF ORGANISATION

Name: Nyologang Educare Training Project

Date started with Teacher Training: 1992

Area of operation: N. W. Province - Potchefstroom up to Ventersdorp and- West to Paung including the Rustenburg area & Groot Marico. Also work in Maseru in Lesotho.

Course Offered:

- ? Level I Educare Training
- ? Introductory with toy-making
- ? Training for dynamic parenthood

Specific Objectives of each course:

- ? The level one course aims to enable and equip educare workers for the care and education of small children through addressing (i) Basic needs of small children; (ii) How children learn and develop; (iii) The administrative side of caring for children.
- ? Introductory with toy-making targets educare workers who have not undergone any training to get started as an educator. The course is presented before Level I training.
- ? Training for dynamic, parenthood aims to have parents informed on the needs and development of their children and to also encourage involvement in educare centres.

Duration of each course:

- ? The level 1 course consists of a minimum of 28 training sessions offered over a one year period.
- ? Introductory with toy-making consists of 30-60 hours over two weeks
- ? The Parent dynamics course consists of 3 mornings per week over a 7 week period.

Language in which course is conducted:

English and Setswana

Database of Trainees:

No

No. of participants per programme:

Programme	No. participants 1994	No. Participants 1995
Level 1 Educare Training	227	245
Introductory		17
Parent Dynamics		15

Personnel employed by the organisation:

Category	Full-time	Part-time
Programme	15	1
Administration	2	
Service	2	

18A Status: Yes, through the University