An Evaluation of the

Ntataise Lowveld Practitioner Training Programme

for Early Childhood Development in Mzinti, Mpumalanga

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Standard Bank Moving Forward™

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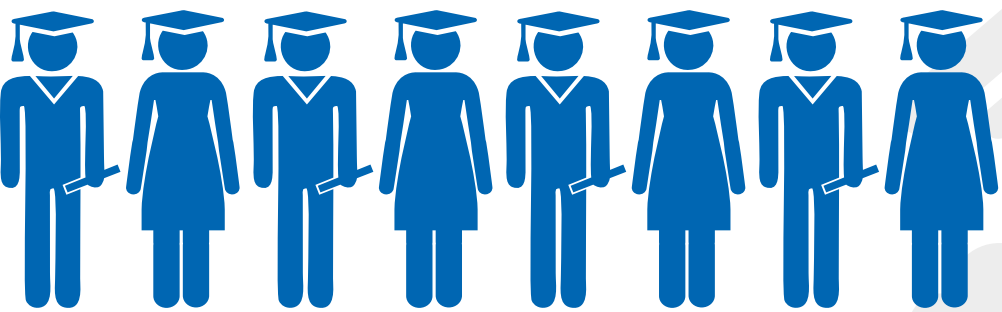
ACRONYMS

CSDA	Centre for Social Development in Africa
CSI	Corporate Social Investment
ECD	Early Childhood Development
NQF	National Qualifications Framework
PoE	Portfolio of Evidence
SAQA	South African Qualifications Authority
SBSA	Standard Bank South Africa
SPSS	Statistical Package for the Social Sciences
VACCS	Validity, Authenticity, Consistency, Currency and Sufficiency



EXECUTIVE SUMMARY

Significant numbers of South African children are born into and live in poverty. This factor has a profound negative impact on their early development and their lives well into adulthood as the early years are the building blocks for health, human capacity and personal and social well-being. Educational investments in children through the provision of Early Childhood Development (ECD) services should thus ensure high economic returns on investment as children grow. In theory, such investments should also promote and support South Africa's social transformation agenda.

For the period 2014 – 2017, the Standard Bank of South Africa (SBSA) has provided funding to the Ntataise Lowveld Trust for the training of 200 ECD Practitioners in the Mpumalanga province of South Africa. The population of interest for this research was the 2014/15 cohort which included 100 practitioners, of which 98 graduated. The Ntataise Lowveld Trust focuses on childcare and support, ECD practitioner development and community-based skills training in ECD. In order to determine the effectiveness of the Ntataise Lowveld Trust Training Programme, SBSA commissioned the Centre for Social Development in Africa (CSDA) at the University of Johannesburg to conduct an independent evaluation of the programme. The evaluation took place at the Nkomazi Municipality in Mpumalanga in a community called Mzinti.

The objectives of the evaluation were fourfold:

- To determine if the training delivered by Ntataise was delivered and assessed in accordance with the South African Qualifications Authority's (SAQA) National Qualifications Framework (NQF) Level 4 requirements.
- To ascertain whether those practitioners who completed the programme were able to retain and apply the knowledge and techniques that they learnt.
- To understand the successes and challenges associated with conducting the training.
- To determine if children (aged four years) taught by these practitioners were perceived to reach age appropriate developmental milestones.

The evaluation consisted of two trainer interviews and three focus groups with 29 practitioners, all of whom were African females. In addition, parental and practitioner perceptions of the development of 215 children were investigated.

The results of the evaluation revealed the following:

- The training was delivered and assessed in accordance with the SAQA NQF Level 4 requirements.
- The ECD programme was regarded as successful in meeting its objectives of up-skilling ECD practitioners, with the intention to improve the development of young children in the area.
- On the whole, the Ntataise Lowveld Trust was reported to be a well-run and supportive organisation.
- The trainers facilitating the programme were considered competent and adaptable in delivering the training.
- In turn, the practitioners were visibly knowledgeable and resourceful in imparting their ECD expertise to children in their facilities.
- The importance of maintaining good relationships with the parents was evident in discussions with the practitioners, who showed emotional intelligence in managing relationships.
- From a funding perspective, Standard Bank was appreciated and perceived to be a very active and involved funder.

Despite its successes, there were a few challenges faced pertaining to programme delivery, which could benefit from improvements:

- The first challenge faced in programme delivery pertained to language of instruction. As SiSwati was the main language in Mzinti, practitioners struggled with being taught primarily in English. Although the trainers tried to translate information so that practitioners can understand the material, this translation was conducted in a non-standardised way. The programme would therefore benefit from professional translation of materials into SiSwati to ensure that they are standardised for teaching and learning.
- Difficulties in comprehending the mathematics modules were reported as a second challenge by many practitioners. The programme would therefore benefit from strengthening this module and increasing the length of time spent on it.
- A third challenge pertained to the short timeframe for the training. Hence it is recommended that the 18-month course be extended to a period of two years to enable practitioners to learn at a pace that is more manageable.
- Fourth, photographic evidence as proof of activities undertaken with children was described as an unreliable way of tracking the implementation of activities undertaken by practitioners at ECD facilities. Trainers recommended that the practitioners be required to submit videos as proof of activities with children in their ECD centres.
- A fifth concern was that some practitioners did not have a passion for working with children but nevertheless enrolled in the training as the only viable employment opportunity in their area. To enable optimal development of children, the selection criteria for acceptance into the programme could therefore be more stringent or aided by psychometric testing of practitioners.

- Sixth and in respect of examination procedures, open-book examination methods were replaced successfully by closed-book examinations to enable the practitioners to be able to retain knowledge more efficiently.
- Seventh, and in relation to testing practitioners for content knowledge and pedagogical skills, pre- and post-training assessments should be conducted to determine if the programme is indeed making positive changes to practitioners.
- Lastly, a common challenge experienced by the practitioners was the inability to attend the training sessions due to the cost of transport to and from the training. Yet, practitioners are willing to fund their transport as their investment in their development to classes that are free. While practitioners' investment in their own education is required, a transport subsidy could be piloted on a small scale, should the programme wish to do so, to determine whether such an intervention could increase class attendance.

In relation to children in the care of ECD practitioners, 48% were scored full marks on the development indicators assessed by both their parents and their teacher. Where children were not reaching the required milestones, practitioners were able to identify individual challenges experienced by children and communicated these challenges to parents who were then able to focus on certain tasks with the children. This strategy is notable evidence that the ECD practitioners are ensuring that children in their care are developing optimally. The fact that the programme was perceived to have a positive impact on the children indicates that it is imperative to adequately resolve the challenges experienced in programme delivery.

Since the completion of the 2014/15 training, the National Development Agency as well as the Department of Basic Education, Department of Social Development and the South African Early Childhood Development Awards Agency presented six of the Ntataise practitioners with awards for Best Practitioner and Best ECD Centre. Post examinations, 18 ECD centres were formally registered. Of the 98 practitioners who graduated from the 2014/15 cohort, 11 were employed by the Department of Basic Education, 68 returned to their respective ECD Centres, eight opened their own ECD Centres, nine are still volunteering and two are awaiting employment opportunities.

1 INTRODUCTION

South Africa's history of apartheid created multiple inequalities in society based on race, gender and social class. Before 1994, the term 'educare' was used to define the care of children as merely an act of watching over children from birth to six years. Post democracy, the South African government identified the provision of ECD as one of the ways to correct the inequalities pertaining to children in an attempt to transform South Africa into a more equal society. ECD is 'an umbrella term which applies to the processes by which children from birth to nine years grow and thrive, physically, mentally, emotionally, morally and socially' (Department of Education, 1995: 33). ECD policies are more holistic, viewing ECD as 'an ideological and political struggle towards the creation of a society founded on human rights, which acknowledges the centrality of childhood in human and social development and children as individuals and citizens' (Williams and Samuels, 2001: 5).

Unfortunately, despite this focus, inequalities are still prevalent. Two notable inequalities in South Africa today, are the unequal provision of good quality education to all children and youth and the high rate and unequal distribution of unemployment. With 60% of South African children living in poverty (Hall and Sambu, 2015), and 36% of the adult population meeting the criteria of broad unemployment (Statistics South Africa, 2016), it is clear that government's work and investment alone cannot adequately address these social ills. Hence support is sought from the private sector in the form of Corporate Social Investment (CSI).

The Standard Bank of South Africa (SBSA) is one of South Africa's largest financial services groups. Their CSI initiatives aim to achieve and sustain positive social development of the communities in which they operate. The Ntataise Lowveld Trust, a beneficiary of SBSA was established in 1986 and aimed to empower staff at farm crèches and community pre-schools. The Trust focuses on childcare and support, ECD practitioner development and community-based skills training in ECD, in the Mpumalanga province of South Africa. On behalf of SBSA, the Trust trained 98 adults in ECD in 2014/15 over an 18-month period. A second cohort of 100 adults received training in 2015/16. The population of interest for this research was the 2014/15 cohort.

The training conducted by Ntataise leads to a qualification as an ECD Practitioner. In turn, the training also leads to many young children receiving support and development from a qualified ECD practitioner who is equipped to ensure that they are ready for formal schooling in the year they turn seven. Through this Ntataise Lowveld Trust Practitioner Training Programme it is envisioned that the dual challenges of poor quality childhood education and the high prevalence of adult unemployment are addressed.

In order to enable a better understanding of the evaluation findings, Sections 2 and 3 provide an overview of ECD in South Africa and more detail on the Ntataise Lowveld Trust Practitioner Training Programme, respectively.

2 EARLY CHILDHOOD DEVELOPMENT IN SOUTH AFRICA

Research has shown that the first 1 000 days of life are of paramount importance in laying the foundation for development in later years. These early years are indeed the building blocks for health, human capacity, personal and social well-being (The South African National Curriculum Framework, 2015: 1). It is important and beneficial to focus on ECD because the provision of appropriate stimulation, nutrition, care and health services during the first nine years of life has been shown to result in increased primary school enrolment, enhanced school performance, lower grade repetition and lower school drop-out rates, reductions in juvenile crime rates, reduced remedial medical and welfare costs and improved economic and social productivity indicators (Williams and Samuels, 2001: 5). These benefits are mainly attributable to the rapid acquisition of concepts, skills and attitudes that occurs in young children from birth to nine which lays a solid foundation for lifelong learning and cannot be acquired sufficiently after this age (Department of Social Development, 2006: 13). According to the South African National Curriculum Framework (2015), the six developmental areas for children are well-being, identity and belonging, communication, exploring mathematics, creativity and knowledge and understanding of the world. These were the areas identified for the investigation into child development in this research.

Following the birth of democracy and in line with global trends, South Africa values and supports the development and learning of children in their early years. ECD policy focuses on enhancing the development of children by providing services such as education, health and social protection to facilitate their growth and well-being (Ebrahim and Irvine, 2012). South African ECD policy is interdepartmental, including the Department of Education, Department of Health, Department of Social Development and Local Governments. An alliance of all departments is envisioned to provide sufficient resources for all children in all areas of their development.

Additionally, provisions are made for ECD in the National Development Plan, which aims to eliminate poverty and reduce inequality by 2030 (National Planning Commission, 2012: 24). According to the plan, South Africa can realise these goals by drawing on the energies of its people, growing an inclusive economy, building capabilities, enhancing the capacity of the state, and promoting leadership and partnerships throughout society. Concerning ECD, the National Development Plan notes the following (National Planning Commission, 2012: 297-301):

- ECD services should be flexible, responding to the needs of children, families and communities irrespective of who they are and where they come from. Specific consideration must be given to the most vulnerable children living in poverty, those residing far from existing services, or living with disabilities.
- Children should have two years of compulsory pre-school enrolment before they are enrolled in Grade 1.
- Innovation in the way ECD services are delivered should be encouraged. Home and community-based ECD interventions should be piloted in selected districts.

In a nationwide audit of ECD provisioning in South Africa conducted by Williams and Samuels (2001), ECD was seen to contribute to social transformation in three broad ways; 1) as a foundation for democracy and equality, 2) as a way of protecting children's rights, and 3) as an aid to community development. First, when viewing ECD as a mechanism to provide a *foundation for democracy and equality*, it is important for children to be taught democratic and human rights values during their developmental years. ECD should therefore implement anti-racist, anti-sexist, anti-bias and human rights programmes as an early intervention against discrimination. Quality ECD is an opportunity to foster diversity and multiculturalism as the early years are recognised as the ideal phase for the passing on of values that are important for the building of a peaceful, prosperous and democratic society (Department of Social Development, 2006: 13). Second, ECD as a *way of protecting children's rights* enables children's rights to basic education, health care, nutrition and social security to be upheld. The protection of children's rights is a fundamental mechanism to ensure that inequalities that were prevalent during apartheid are not reproduced. Third, ECD as an *aid to community development* should encompass developing the communities in which children live. The provision of community-based ECD services is seen as part of the broader goal of women's empowerment by allowing women, who have historically been solely responsible for the care and nurturing of children, the freedom to choose and develop their own lifestyles and careers. Community-based ECD sites allow for the provision of ECD services and arrangements that respond more appropriately to family needs and community resources. Together these contributions should facilitate increased economic activity and productivity within the community.

While the literature presented clearly outlines the value of focusing on ECD in South Africa, qualified professionals are needed to implement interventions that allow for meaningful development of children. Programmes such as the Ntataise Lowveld Trust Training Programme aim to provide ECD practitioners with the skills and knowledge needed to ensure that the learning taking place in ECD centres provides a solid basis of concepts, skills and attitudes to enable children and communities to prosper.

3 THE NTATAISE LOWVELD TRUST PRACTITIONER TRAINING PROGRAMME

According to the Department of Social Development (2006: 78), the minimum qualification that an ECD practitioner should have is a SAQA accredited Basic Certificate in ECD at NQF Level 1. Ntataise Lowveld Trust provides further education to practitioners already working at or volunteering in an ECD facility, at NQF Level 4.

Prior to enrolling in the practitioner training programme, practitioners were expected to have acquired experience working in an ECD facility and would have had to have attended the Pre-School Orientation Programme offered by Ntataise Lowveld Trust. The Pre-school Orientation Programme is a 10-month programme which aims to introduce practitioners to basic ECD and stimulation of young children using current best practices. Those who enrolled for the NQF Level 4 qualification obtained permission from their managers to attend training and for the trainers from Ntataise to conduct site visits at the ECD facilities. Preference was given to applicants who were available to attend all of the training and those with a keen interest in ECD.

Each cohort takes 18 months to complete the training on a part-time basis. In 2014/15, 98 practitioners obtained their certification. 100 practitioners are currently enrolled in the 2016/17 cohort. The majority of these 198 practitioners were ECD facility managers who have been operating as ECD practitioners for many years but did not possess an accredited qualification.

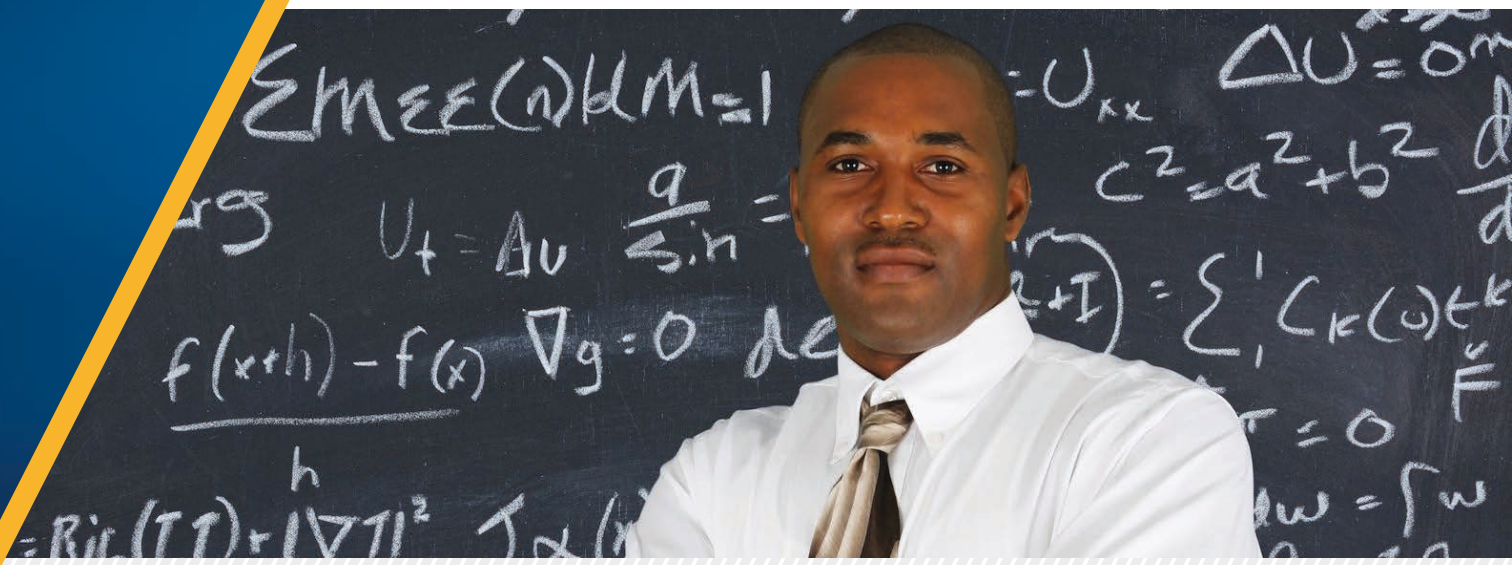
The programme consisted of core, fundamental and elective modules. Classroom training was followed by on-site support visits to help the trainers identify and resolve challenges experienced at their workplaces. The scope of the modules is described briefly in Table 1.

Table 1: Ntataise Practitioner Training syllabus units

Module	Objectives
Compulsory Module 1 (24 credits)	• Demonstrate knowledge and understanding of the development of babies, toddlers and young children. • Facilitate holistic development of babies, toddlers and young children.
Compulsory Module 2 (19 credits)	• Prepare resources and set up the environment to support development of babies, toddlers and children. • Prepare early childhood programme with support. • Design activities to support development of babies, toddlers and children.
Compulsory Module 3 (21 credits)	• Observe and report on the development of babies, toddlers and children. • Work with families to support ECD. • Provide care for babies, toddlers and young children.
Fundamentals in Communication (40 credits)	• Engage in substantial oral communication and evaluate spoken/sign language tests. • Read/view, analyse and respond to a variety of texts. • Use language and communication in the occupational learning programme. • Write/present/sign for a wide range of contexts.
Fundamentals in Mathematics (16 credits)	• Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues. • Represent, analyse and calculate shape and motion in two- and three-dimensional space in different contexts. • Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on line-related problems.
Elective Module (5 credits)	**Conduct structured meetings** • Prepare for a meeting. • Conduct a meeting. • Discussions are summarised and recorded to indicate proposed actions. • Distribute records for a meeting.
Elective Module (8 credits)	**HIV and AIDS** • Describe transmissions, progression and effects of HIV/AIDS. • Demonstrate knowledge on how to reduce the risk of spreading the infection. • Provide care for infected children. • Provide support for children, staff and families with HIV/AIDS.
Elective Module (6 credits)	**Special needs** • Demonstrate how learning programmes can enhance participation of learners with special needs. • Learn to respond appropriately to special needs.
Elective Module (2 credits)	**Anxiety and depression** • Identify factors that cause stress in the workplace. • Identify signs of stress in the workplace and think through strategies which can be helpful in reducing and coping with workplace stress. • Comprehend the impact that anxiety and depression might have on the Early Childhood Programme. • Support a colleague who suffers from anxiety or depression.

In order to graduate, the practitioners needed to pass a series of formative and summative assessments. Formative assessment entailed visits by the trainers to the ECD centres where the practitioner is employed. The trainers assessed the class activities that the practitioners conducted with children. Each practitioner was visited three times over the duration of the programme. Summative assessments involved tests and assignments at the end of each unit standard and the compiling of Portfolios of Evidence (PoE). The practitioners were able to redo their coursework tests and assignments until they were evaluated as competent by their trainers. Once the trainers had evaluated the practitioners, the latter completed PoE's which were assessed by a registered external and independent moderator, identified by Ntataise Lowveld.

4 RESEARCH METHODOLOGY



The research was conducted in Mzinti, Mpumalanga. Most of the practitioners who participated in the evaluation research had between 20 and 50 children enrolled in the ECD facility in which they worked. These children were two to six years of age, with the majority of children in their care being four years old. The ECD facilities in which the practitioners work are often unhygienic as Mzinti is characterised by a lack of services such as clean running water and/or flushing toilets. Furthermore, poor infrastructure, limited space and overcrowding of crèches are prevalent. Some of the ECD facilities were fortunate to have kitchens and provided meals to their children.

4.1 SELECTION AND DESCRIPTION OF THE RESEARCH PARTICIPANTS

The selected research participants included a sub-set of the 2014/15 cohort of the 98 participants in the programme. Although the research was conducted with a sample, the information given by the participants was seen to be reflective of the experiences of the entire cohort. Brief profiles of the participants selected for the evaluation research are described in Table 2:

Table 2: Sample for the evaluation research

Trainers

- Two trainers from Mzinti
- Both of African descent
- Fluent in English and SiSwati
- Both held a NQF Level 4 certificate
- Both held a NQF Level 5 Assessor's certificate
- Both enrolled for Moderator's certificates
- 15 and 8 years of experience in ECD training

Practitioners

- Three focus groups with 29 practitioners
- All of African descent
- Age range of 22-49 years
- 50% had a matric certificate
- An additional 30% had additional training and diplomas
- All practitioners had the goal to improve their skills and qualifications

Children

- All children aged four years old educated by the 29 practitioners
- A total of 215 children
- In order to investigate child development, practitioners and parents of the children completed developmental checklists which asked about children reaching age-appropriate milestones.

4.2 DATA COLLECTION AND ANALYSIS

The evaluation consisted of qualitative and quantitative research methodologies (Bless, Higson-Smith and Sithole, 2013). The qualitative evaluation of the Ntataise Training Programme consisted of 1) a documentary analysis of the practitioners' PoEs, 2) an individual interview with each of the two trainers, and 3) three group discussions, with nine or 10 practitioners in each session.

The PoEs are evidence of work done during the training. The documentary analysis of the practitioners' PoEs addressed research objective one, which was to ascertain whether the training delivered by Ntataise was in accordance with SAQA's NQF Level 4 requirements. As all PoEs submitted to the researchers were identical, only one PoE was assessed in detail for this purpose. The documentary analysis evaluated the practitioners' combined work in all modules in order to determine whether the knowledge they acquired was in accordance with guidelines for each course. The findings from this analysis also informed the consequent interviews and focus groups discussions, as well as supported information that emerged during the interviews and group discussions.

The trainer interviews were conducted in English at the Ntataise Lowveld Trust office in Mzinti. They addressed research objective two; namely, to identify the successes and challenges in implementing the programme. The interviews were audio recorded and transcribed for purposes of analysis.

The focus group questions also addressed research objective two, as well as research objective three; that is, whether the practitioners were able to retain and apply the knowledge and techniques they learnt during the training. The focus group discussions were conducted over two days and in SiSwati, which is the most common language spoken in Mzinti. The focus group discussions explored the successes and challenges of the programme as well as tested knowledge retention of the practitioners by asking specific questions relating to course content. These discussions were also recorded and transcribed into English by a translator fluent in both English and SiSwati. Thematic content analysis (Braun and Clarke, 2006) was used to analyse the data from the interviews and focus groups.

Research objective four, which considered if four year old children who were taught by the practitioners were reaching age-appropriate milestones, was assessed using quantitative developmental checklists created by the CSDA. These checklists were validated against the recognised development milestones of children aged four. 29 practitioners and 486 parents completed these checklists, however only 215 children were four years of age. The questions contained in the checklists were in line with the six developmental areas for children described by the South African National Curriculum Framework (2015). These areas are well-being, identity and belonging, communication, exploring mathematics, creativity and knowledge and understanding of the world. More details on these areas and the kinds of questions contained in the checklists are included in Section 5.4 of this report.

Parents and practitioners completed the developmental checklists over a period of four weeks. Checklists were completed in either English or SiSwati. The developmental checklists were analysed using the Statistical Package for Social Sciences (SPSS), an IBM software package used for quantitative data analysis and creating statistical summaries.

4.3 ETHICAL CONSIDERATIONS

Before the study commenced, ethical clearance was obtained from the University of Johannesburg's Humanities Research Ethics Committee. All research participants were informed of the aims of the study and were made aware that participation was voluntary. In addition, participants were also informed of their right to withdraw from the study at any point, with no repercussions. In addition to ethical clearance from the University of Johannesburg, permission from the Director of Ntataise Lowveld Trust was obtained to conduct research within the organisation.

4.4 LIMITATIONS OF OF THE STUDY

The first limitation in this type of evaluation pertains to the dual relationship of the funder as both funding the evaluation and the training programme. Ideally, the funders should be independent of the programme that they evaluate, to eliminate the possibility of research participants giving socially desirable responses to research questions. It is possible that research participants were inclined to praise the programme and hesitated to point out problems associated with it, to avoid the possibility of funding being withdrawn.

A second limitation pertains to the developmental checklist utilised. At the time that the research was conducted, there were no standardised developmental tests available in South Africa that assessed the early learning outcomes of children. Therefore the CSDA developed its own developmental measure. These checklists were validated against the recognised development milestones of children aged four identified by the South African National Curriculum Framework (2015).

A third limitation was the fact that the checklists capturing child development were based on perceptions of the parents and practitioners. This approach allowed for a biased account of child development as again, participants may have responded positively in order to show their appreciation for the programme and for the funding provided by Standard Bank. Independent assessment of the children by educational psychologists could provide a more objective indication of children's development in future research.

A final and crucial limitation was the lack of objective evaluations employed by Ntataise. While practitioners graduated at the end of the programme with an NQF level 4 qualification, the lack of baseline testing for practitioner content knowledge and pedagogical skills meant that there was no way to determine if practitioners were in fact improving over the duration of the training. This limitation translated into the need for formal assessments of practitioners both pre- and post-training to display the impact of the programme.

5 RESULTS IN RELATION TO THE RESEARCH QUESTIONS

The results of the evaluation are presented in four parts, each addressing one of the four research questions.

5.1 IS THE TRAINING DELIVERED AND ASSESSED IN ACCORDANCE WITH THE SAQA NQF 4 REQUIREMENTS?

The alignment of the training with the NQF 4 requirements was assessed in two ways. One practitioner's PoE was analysed to ascertain 1) whether the course materials were accredited by SAQA at NQF Level 4; and 2) whether the accredited course materials were taught and evaluated as intended.

The training programme accreditation by SAQA was shown in each of the modules in the practitioner's PoE. For every module, there was a certificate issued by SAQA showing the registration of the unit standard/module. Appendix A shows the certificate taken from Core Module 1 of the practitioner's portfolio. Through this certification, one can establish:

- The SAQA unit standard ID and title
- The originator (School Governing Bodies in Early Childhood Development) and the registering provider
- The field (Field 05 – Education, Training and Development) and subfield (Early Childhood Development)
- NQF level (4) and the number of credits awarded per unit standard
- An illustration of the purpose of the unit standard and the unit standard range
- The specific outcomes and assessment criteria of the unit standard (test marking guides and written assignments marking guides)

This information presented in the certification provides evidence that the coursework used at Ntataise meets the SAQA NQF Level 4 requirements. To determine whether the coursework was taught and evaluated as intended, the research team collected and assessed one practitioner's PoE.

Each practitioner enrolled in the training programme had between three and five completed PoEs that were organised according to modules being completed. These were the core units (modules 1 - 3), fundamental units and elective units. Each of these modules were described in Section 3 of this report. The competence of each practitioner was revealed in their PoEs through a collection of all their tests, assignments and practical assessments, along with their marks for each. Reports from the moderator showing the practitioner's competence were also collected in the PoEs (Appendix B). The overall assessment of the PoEs was done through an assessment using the VACCS principles that entail validity, authenticity, consistency, currency and sufficiency of the work presented (Appendix C). In her interview one trainer commented:

"There's no way that we were going to declare these people competent without proper assessment. What needs to be done is for them to redo some of the things. Therefore, it is a learning curve for some of the trainers".

In summary, it can confidently be said that the training is delivered and assessed in accordance with the SAQA NQF Level 4 requirements. Although the programme was delivered and assessed as intended, the trainers identified a possible weakness in the assessment of the course. Practitioners were required to submit photos to their trainers evidencing activities undertaken with children at their ECD centres as part of their PoEs. However, trainers commented that it was possible that some practitioners did not submit reliable information. To avoid such situations, trainers suggested that practitioners be required to submit videos taken at the ECD facilities instead.

"Because I can go to my ECD centre, take my colleague's course ... take them and say, look I have done this activity. Or just pose with children and say that I was busy with children at area doing one, two and three. Whereas it did not take place".

5.2 WHAT ARE THE SUCCESSES AND CHALLENGES IN CONDUCTING THE TRAINING?

This question was primarily assessed during the interviews with the trainers. However, some of the successes and challenges also arose out of the focus group discussions with practitioners.

5.2.1. Successes in programme implementation

In terms of successes of the programme, Ntataise Lowveld Trust was viewed by both trainers and practitioners as a well-managed organisation with its ups and downs like any other organisation. Professional relationships were maintained between staff and management with monthly meetings held to address and rectify issues related to the delivery of the training programme.

"We know that we don't have a perfect organisational structure ... But then it's a learning process. And we learn through mistakes, we learn as we go. But most of the things of the issues, we raise them, we rectify them, try to move forward".

"So as far as the management is concerned, we have support system from them, they are transparent, everything that they want to put forward they tell us. Communication system is opened".

In addition to working with management at Ntataise, the trainers were asked about their experiences of working with Standard Bank. The active relationship between Ntataise and Standard Bank allows for visibility of the Standard Bank brand in the communities which they support.

"During the orientation Standard Bank would send someone to talk to learners and during our Mathematics and English session, we've invited Standard Bank. They did send someone to talk about, to talk to practitioners about savings and stuff".

These sentiments were echoed among the practitioners who reported that they would not have been able to attain any qualifications had it not been for SBSA's investment in the training programme, as encapsulated in the following verbatim responses:

"If it wasn't them we wouldn't have graduated, we can better our lives today because of Standard Bank".

"Most of us wouldn't have been able to pay financially and carry on with the programme".

"I don't even know how to express how I feel about Standard Bank, but they have helped us a lot and played a big role in our lives, now we can do things we never thought we would all because they gave us this opportunity".

"When we started the programme we were blank pages, now we have light!"

In relation to perceptions of the training programme, both trainers perceived the programme to have been a worthwhile initiative that has opened opportunities for people in Mzinti.

"The level 4 training has opened opportunities for people around here".

Specifically, the programme was seen as an opportunity that enabled individuals, particularly women, in these remote areas to receive a qualification that they would not have usually been able to receive due to financial constraints in the area and substantive distance from formal learning institutions.

"In this area, the programme is a very good initiative. This is because many people in the area had challenges with improving their levels of education because of financial issues. Lack of finance stop[s] them from getting a career going".

The training was viewed to provide a positive career path for women as well as a way in which children in Mzinti could benefit. The trainers viewed the main beneficiaries of this programme as the children and highlighted the importance of them receiving a good start in life from a developmental perspective.

"The implementation of doing certain things at some ECD centres has worked really well as a result of the programme. This is because of the fact that practitioners did not know what they needed to do with children. They thought that they must be there with children. When you talk about, let's take for instance the activities that would develop children physically. We have shown them and the programme has helped them in the way that they know how to interact with children, how to develop children in terms of social development, emotional development, even cognitive development".

In many instances, trainers reported that successful implementation of the programme was reliant on adaptability. Through the Enrichment Programme provided by Ntataise, practitioners are able to participate in workshops that show them how to collect household waste and create age-appropriate educational toys which are then made available at ECD Centres. Through emphasising the importance of recycling, practitioners were able to be creative with the resources available to them. In this way, practitioners learnt to interact with children.

"Because we tell them that you don't need to buy toys. You don't need commercial toys. If you can't afford to buy commercial toys you can make toys of waste material ... use what you have around you to develop those children".

In addition the trainers indicated that flexibility was required to be able to adapt the training programme as necessary. So for example, some of the learning material had to be translated into SiSwati for the practitioners' benefit. The trainers had also included more practical sessions with practitioners in order for them to understand what activities were required to assist children. For example, practitioners were taught by watching videos of other people doing activities with children. While these additions to the coursework were mentioned in the learner guide, the trainers felt that they were able to expand the programme even further. In this way, the programme was constantly adapted and improved.

"The trainers' guide ... is only guiding you, it does not say you must strictly focus on this and this. You are allowed to come up with things".

"As long as they're going to meet the unit standard assessment criteria's and specific outcomes, they are allowed".

When asked their views on the training programme, practitioners expressed positive sentiments.

"This programme has done very well ... at first I used to teach kids not knowing about the enrichment process ...now I know that I must enforce enrichment and make sure they see what they are learning about instead of just teaching without showing pictures".

"...we are now able to interact with the kids, because when you don't know much you get to class and just sit ... but with this programme we have been taught to introduce themes at the morning devotion so by the time kids get to class they already know [what] they going to be learning about".

"As you know kids are different ages and at first we used to put them all in together, now we have learnt that we should group them according to age ... that way it's easier to see their needs and interests".

5.2.2. Challenges in programme implementation

According to the trainers, the first prominent challenge in successful implementation of the programme was that of language. The course material being used was designed in English and was intended to be taught in English. Although the practitioners have the minimum requirement of Grade 11 and 12, some still find it difficult to construct sentences in English.

"The main sight of our people and the past, the past will always come to haunt us ... When I would have a one-on-one with them, they will just raise the point that ma'am, the problem is that even during the English lessons with our old teachers we were not talking English, they will teach us English the Swazi way. That's the reason we are struggling".

The trainers noted that although most of the practitioners are committed and dedicated to completing the programme, not being able to sufficiently express themselves in English, has been a major challenge. Trainers reported that practitioners have a preference to read in English but to communicate verbally in SiSwati. Writing in English was also a challenge for practitioners. Trainers have had to work extra hours in order to help practitioners on an individual basis with writing their assignments in English. Due to the language barriers, practitioners were being given two chances to write tests so that they are better able to understand the material.

"We gave them two chances. If they wrote the first test and they didn't do well, then they are able to rewrite the test, the very same questions so that they could be at that level, understand better. So we're allowing a second chance for them".

During the focus groups, practitioners reported that they sometimes required the course content to be explained in SiSwati, rather than in English.

"English was fine because even our books if were written in SiSwati, other words would be hard, so in English at least we could understand ... but other times we didn't understand and we had to tell the trainer to explain in our home language which we understood better".

A second challenge in programme implementation was the 18-month timeframe allocated for the training programme. The general consensus was that there was not enough time to complete all the coursework in 18 months. This constraint was particularly pertinent in light of the additional time required to overcome the language challenges. As a result, trainers suggested that the course be extended to two years in order to avoid rushing the training and assessment of practitioners.

"Maybe if we can allow more time for the course, maybe that could help. Because some of the learners they think its rush, rush, rush. So the timeframe, if we can just extend a little bit. That may help".

A practitioner echoed this sentiment:

"...the only thing I think they got wrong is timing, the amount of time we were taught was not enough because we didn't even rest ... we went through programme quickly. I wish they could extend the programme and give us enough time to study..."

Some of the other practitioners felt that perhaps the course could be run during school holidays, as they would have more time to study and complete assignments.

"I think they should set their times during holidays even though the school holidays are short, and there's assignments on the other hand you have to go to work. I wish there could be a certain time where we just study only".

Apart from the language and time barriers, trainers felt that some of the practitioners saw the programme as a pathway out of poverty and that they did not have a particular interest in children and children's well-being. Furthermore, trainers expressed the view that some practitioners enrolled only because they had nothing to do after they completed Matric.

"Apart from the language barrier, some of the practitioners see it as just a qualification to have and do not have the interests of children at heart. They want the qualification because some want to see themselves as Grade R teachers in the primary schools. Some of them come because they had nothing to do after matric".

Assessment methods were perceived as another challenge in programme implementation. The initial examination of the 2014/15 cohort was in the form of open-book assessments and as a result trainers felt that the assessments were not reliable. To rectify this weakness, practitioners were asked to study and were re-examined with closed-book assessments. This strategy ensured that the practitioners were indeed competent at the end of their training.

While showing appreciation to SBSA for funding for the Training Programme, there were pleas for additional financial assistance. Transportation money was reported as a major challenge faced by many of the practitioners, especially those who had to commute between their homes, work and the Ntataise Training centre. As a result of insufficient financial resources, practitioners missed classes. The trainers recommended that the Ntataise costing model pilot a transport subsidy to determine whether this kind of intervention would increase attendance at training. However, due to the training being conducted at no cost to the participants, practitioners being willing to fund their attendance is also an indicator of their commitment to their own development:

"This area it's vast. Some of them travel about 20km to come here. Some it's even more than that. So they would say, I did not have money to come to school, but I need this".

Throughout the interviews with the trainers, the issue of financial instability was repeatedly mentioned. The trainers gave the following recommendations to facilitate full attendance and completion of the programme for the practitioners:

"...I would say not give them money, not buying them to be part of the programme and everything. But a little stipend that will assist..."

"If maybe they use the bus say that maybe they negotiate with BUSCO to say, look we need you to do a special tax for these people because from time to time they need to go to school..."

5.2.3. Summary

In summary, some of the successes of the programme were related to the fact that the management of Ntataise contributes to a well-run and supportive organisation. In addition, Ntataise fills an important gap in Mzinti by providing new skills to ECD practitioners who are then able to positively impact child development. The trainers employed at Ntataise were recognised as adaptable in delivering the training programme and are constantly assisting practitioners by adding supplementary material to the course to assist practitioners' understanding. In turn, the practitioners are able to be resourceful in delivering their ECD expertise to children in their facilities. In terms of the funder relationship, SBSA is appreciated and seen as a very active and involved funder as the Bank also contributes to the programme by the transmission of knowledge about savings to practitioners.

Despite these successes, there are certain aspects of the programme that could be improved. The first challenge faced in programme delivery pertains to language of instruction. While the trainers are able to translate course materials, this translation is done in a non-standardised way. Hence, to eliminate the barriers to teaching and learning brought on by language, the course material should be professionally translated into SiSwati. Second, the 18-month duration of the course was viewed as being insufficient and both trainers and practitioners expressed a desire to lengthen the course to two years. Third, the trainers felt that some practitioners may not have a passion for working with children but nevertheless enrol in the training as it is viewed as the only viable employment opportunity in their area. To eliminate this factor, the selection criteria for entry into the training programme could be more stringent or assisted by psychometric testing. Fourth, examination procedures were initially viewed as problematic; however, this weakness has since been rectified by the inclusion of closed-book examinations. Lastly, due to financial constraints, practitioners were sometimes unable to attend training sessions. With classes being free, the fact that practitioners are willing to invest in transport to classes is a sign of their commitment to improving their skills. The recommendation arising from this finding would be to possibly pilot the inclusion of a transport subsidy on a small scale, should the programme wish to do so, to determine if this subsidy would improve class attendance.

5.3 DO THE GRADUATE PRACTITIONERS RETAIN AND APPLY THE KNOWLEDGE AND TECHNIQUES THEY LEARNT IN THE ECD FACILITIES IN WHICH THEY WORK?

While discussions about successes and challenges are an acceptable way of gaining insights into programme delivery, a more accurate measure of the success of the programme is to determine the practitioner's ability to retain knowledge. To test whether practitioners retained and applied knowledge, focus group discussions contained questions based on the course content. This section presents chosen quotes that indicate the practitioners' knowledge in relation to a given module. The findings are presented by the following modules:

- Core Module 1: Knowledge and understanding of child development, holistic development of children and special needs identification
- Core Module 2: Preparation of resources, setting environments for child development, and designing activities to support child development
- Core Module 3: Observing and reporting on children, and working with families in providing care for children
- Fundamentals in Mathematics
- Elective Modules

5.3.1. Core Module 1: Knowledge and understanding of child development, holistic development of children and special needs identification

Practitioners showed understanding and acknowledgement of children's various developmental areas and theories of childhood development. The following quotes make reference to social, physical, mental and emotional development:

"...mentally we use puzzles and they'll see that she is putting together a star she must think ... physically includes it all, and they play outdoors running around and playing with toy cars or sports ... socially if you let them stay in the areas they can learn together and communicate and develop the language and also helps mentally as she can start learning that before talking he/she has to use her mind ... emotionally when they are playing in areas the child can express how they feel, when happy they can be singing, and when upset they also have a way to express that too".

"In play areas, there are semi-circles, squares and triangles, they communicate which develops language, then they also use thinking skills by talking and deciding how to put semi-circles or squares according to their sizes, and build a tower by placing them on each other, and when they're using different colours you see that they are learning about colours, things like using shades when they draw you see they are playing and learning, communicating and socialising with their peers develop thinking skills and it also develops them mentally".

"We learnt about, that you didn't ask, is Nature and Nurture, about how to nurture the child and teach them about nature, and to differentiate between the two".

The practitioners also spoke about how children of the same age develop at different stages and paces.

"It's easy to see the stages because when a child is holding a cup it clearly means they're thirsty for water, and sometimes when they want to use the bathroom they hit their private parts or sometimes undress to show they are pressed and get your attention".

"It differs as children are not the same ... but the older ones are able to ask for water using full sentences, 'Miss, can I have water' or 'Miss, can I have juice'."

"The smaller ones will come with a dish and a spoon to show they are hungry ... others will point, others will cry..."

The practitioners also spoke about children's health and well-being.

"We have been taught that children should eat healthy, body building food, fresh food so the body can be germs free and so the children can live healthy".

"We work with the kids, we teach them to cover their mouths when coughing so they don't spread flu or fever to the friends ... we teach them about sicknesses that are transmitted through exchanging of blood, so even if it's a friend who's bleeding they must not touch the blood, because they might transmit a disease".

"It happens that sometimes people from the health department visit the school, we inform them about the child's problem, even the ones with allergies, even the ones with eye problems and they check them on a monthly basis".

A key aspect of understanding holistic development is identifying and teaching children with special needs. The practitioners relayed how they achieved this aim.

"And the ones with special needs, you'll find that the child is five years but still using signs, so those ones we can tell that it's a normal stage of growing the child has special needs, maybe the child has a hearing problem or something".

"For eye problems ... we use big pictures so we make sure that we help them see. We also use pictures with bright colours to help them see better".

"After knowing about the problem [seeing] what we do is we move the kid and put them in front if they were sitting at the back".

"If the kid has hearing problems ... you must always project your voice so all the kids hear clearly ... if not, the child will just stare and stare and try and show you they cannot hear you ... you could ask the question five times and still the child wouldn't answer".

In all focus groups the practitioners talked about how they spoke about children with disabilities both in class as well as with the parents.

"I tell the kids about everyone being unique and [how] everyone is special, and through rhymes I let them know we are all important and special, and when you introduce the special needs child, let's take for instance the child is blind, you explain to the others that the child is human like us and as special as everyone, and they understand and don't treat [children with disabilities] differently. Even when you find that the child looks different [from others], if you introduce the theme [on people with disabilities] and explain to the other kids, they seem to [understand] even though they might be scared at first but when they remember what was taught about students they open up".

"Those kinds of children [with special needs] need extra care and time, and we also write to their parents asking them to work hand in hand with us..."

"What we've been taught as well is to encourage parents not deprive kids [with disabilities] of playing by keeping them in the house always when at home, they must let them be able to interact and play with other kids outside, because the child will develop anger for being locked in the house when home even when they need to use the toilet and you find that people are outside, so it's better if they go somewhere someone goes with the child not to lock them in all the time".

Practitioners indicated that through the programme, they learnt to respect individuals' differences, to avoid bias and to teach all children in the same manner. Practitioners were in agreement that different child-rearing cultures must be respected regardless of religion, and that both children and practitioners must be respected in their own rights as individuals. This notion was indicated by practitioners acknowledging that they initially had problems with some children's beliefs, religion or language as they contradicted their own, but that they eventually learnt to respect such differences.

"...you have to respect that we are not the same and also accept others beliefs without judging ... at the same time the school has its own rules and when you are a teacher you should enforce the school rules, but what's important as beliefs differ you must respect the others beliefs and treat everyone equally".

"... some are church goers and when they play drums ... at their homes they have rituals involving drums are like playing with drums, the kids who are from church going families seem to dislike that and don't like drums, but we tell them to respect each other's cultures, those who go church must not discriminate those who believe in ancestors and everyone must be treated equally".

In terms of understanding violence and neglect and how it influences a child's development, practitioners knew and explained how to identify children who showed signs of abuse or neglect and how to handle such cases.

"If a child is raised in a violent or unsafe environment, the progress of growing up gets affected. You will notice even when they're in class, they isolate themselves and others will show signs of a low self-esteem, they don't grow as other children and it even gets to when they can't do the things others children do and when that happens they seem to take their frustrations on other children..."

"We have social workers that we can call if we see that the child is being abused and they intervene ... and at times they even visit the child at home".

In response to questions around aspects in the community that affected children's development, many practitioners noted that the availability of water and irresponsible parenting were two frequent challenges. Due to various reasons including neglect and lack of water, some children came to school dirty, hungry or both. Practitioners indicated how they addressed such issues:

"...we usually pop out whatever little we have to help bath the kids ourselves, and get them some old clothes if we have".

"Some kids come to school dirty ... we let those children bath because at times you find that there's no water at the child's home, we even wash their clothes at time and keep some clean clothes so we can dress them".

"We do have meetings with parents on issues of cleanliness ... we encourage them to wash the kids and keep the kids healthy, they rather get dirty as they are playing at school, they must keep their kids clean and healthy".

"We've had a situation where the child was affected ... it happened a lot that after all the kids have been fetched after school, he would be the only one left until late and the child would be crying and feeling neglected, hungry and sleepy, so we would feed the child again and call the parents to remind them about the child and when they came to fetch the child they would be visibly drunk..."

In summary, practitioners demonstrated a good understanding of various aspects of child development such as holistic development and were able to identify and accommodate children with special needs.

5.3.2. Core Module 2: Preparation of resources, setting environments for child development, and designing activities to support child development

In addition to understanding child development, it is essential for ECD practitioners to be able to prepare available resources and set up their ECD environment in a manner that facilitates child development. When asked about how they achieved this goal, practitioners spoke of activities to develop hand-eye coordination, develop small muscles skills, the use of building blocks and many other activities. These included activities for children with disabilities or special needs.

"When they are fitting puzzles they use eye to hand coordination, also when threading you can't insert a string in the needle if you don't use eye to hand coordination".

"And there's also cut and paste ... this helps with both eye to hand coordination and small muscle skills ... Even when paging a book, they use small muscle skills".

"We have a disabled learner and I noticed that she struggled to push her wheelchair, so we used play dough for her to play with ... since she started using and playing with it ... she is starting to play with the wheel chair, pushing it slowly, so the dough helps with developing small muscle skills".

The programme taught practitioners to ensure that children's needs and interests are taken into account when designing activities for them. This process is referred to as 'child webbing'. When practitioners were asked why webbing is important in ECD, they commented:

"It's very important because the children enjoy, and do activities well because already the interest is there".

"I think when it comes to children's interests, say for instance a child is interested in running, in class they're running and everywhere they are they are up and down running, when you focus on their interests they don't even want to miss school, because they know they will be doing what they love".

Child webbing also assists in planning class activities around certain themes.

"Say for instance it's a birthday theme we usually buy a birthday cake, and show that for the day there is a theme, as we also have a birthday chart we also show them whose birthday is next and so forth, then they stand and we sing and dance and cut the cake, and it makes them happy and they even talk about it when they get home and want to know their own birthdays".

"It also helps the kids that you dress the class with the theme for the day, and as you proceed with the activity everything just blends in and if you can as well also dress for the theme even when doing the outdoor activities".

The practitioners reported that their ECD facilities are equipped with resources to aid children's development, such as building blocks, skipping ropes, dough, beanbags, and threading material. Some of this material was made available through the Toy and Book programme put in place by Ntataise. Through the programme, they also learnt to improvise and create other educational toys from waste materials.

Providing care for children in classes also involves making sure that children are in safe and healthy environments. Practitioners were taught to ensure that classes did not contain anything that may be hazardous to children as well as to maintain good health and nutrition for the children in their care.

"Our environment is user friendly, even the electricity plugs have covers to keep the children safe...where we store tools and cleaning materials, the children don't even get close, they never go there".

"We have a list from social development that we follow, and if there is toxic plants we remove it so the kids won't be exposed to it".

An important aspect of designing and assessing the success of classroom activities is the practitioners' ability to plan their lessons in advance. The practitioners indicated that they were able to plan classes as well as manage their classrooms adequately:

"They taught that you plan and record on a daily basis, what you going to teach the children and that you plan ahead to cover everything you need to teach".

"And also you plan according to ages, as you can't plan an activity for young children when you have a class of toddlers. Always plan according to ages".

"The trainers taught us that when we plan, it becomes easier when you follow what the programme has set, or else you'll speak about everything, one moment you speak about the four seasons, next moment you're talking about food, that confuses the children".

"...before I had 55 pupils in my class, and I couldn't move properly especially to get to the ones at the back but the programme has taught us the ratio that we should have 1 to 25 pupils per class and that has made things very much easy and it's much easier to understand everyone in the class..."

Based on the focus group discussions, practitioners were able to describe the steps taken to ensure that their ECD environments and activities undertaken were conducive to child development. Among many other activities, the practitioners spoke of using various toys and activities to develop fine and gross motor skills. They also spoke about the value of themed activities and of doing activities that the children enjoy and have an interest in. Importantly, the practitioners discussed how they set up and maintained a safe ECD centre to ensure that children were well fed and clean.

5.3.3. Core Module 3: Observing and reporting on children, and working with families in providing care for children

The observation and reporting on children is an important aspect of ECD as it allows teachers and parents to identify the pace at which a child is developing and enables them to devise methods to help children grow. Practitioners may also feel encouraged when they are able to observe and measure children's growth and progress. The tools practitioners reported using in child observation and reporting included four methods; running records, using anecdotal cards, completing checklists and using rating scales. Feedback sessions to parents were also used.

"It's very important [to keep reports] because then you can see the child's progress, and you can see how the child has developed and you can see where the child lacks at some things and you can be able to identify and help the child where needed and can find the correct activities for the child".

"...on the checklist you write about the progress of the child maybe that she/he can jump or sing and then you become able to give them an activity and also see their improvements, and the anecdotal is when you give them exercises to be able to see if they understand, you write the running record same time as you see the child".

"When the children are admitted there's a form parents fill, and it has a column where it asks if the child has any allergies, so we also have where we write about all that information and which children have what allergies, that way we know the children's diet".

"We have health checks every morning before we start lessons, we check the temperature of the kids ... you find that they are not sick but actually hungry, after upon having made food for the child, you see the child having energy and playing normally with other kids".

According to the practitioners, teacher-parent relationships are meant to benefit children. Continual communication allowed for both parties to assist the child, as well as to discuss any problems such as ill health, delayed development or unwanted behaviour. Education and support is also seen as something that should not end at school. In emphasising the importance of working hand-in-hand with families, practitioners reflected:

"If there is no relationship between me and the parents, when there's a problem with the child, it becomes difficult to go and explain the child's problem, because there is no relationship".

"Support should not end just at school when you get along with the parents, even when it's a poor family, when the relationship is good there's a lot you can contribute besides only teaching the child".

"When you give parents feedback, they taught us that firstly you inform them of the good things that their child does, even when the child has a bad side or lacks at other lessons. That encourages the parents as well that at least the child can improve because good things are being said, and together we could help the child where lack".

"We have a health check in the mornings, so if there's a sick person or child we send them home to avoid spreading of infections ... like a person who has chicken pox, we call the parent and tell them to take the child to the clinic and keep the child home till he/she heals".

Observing children's behaviour allowed practitioners to identify and handle unwanted behaviour.

"Children don't behave the same way, you can spot the naughty ones that even tell the others to do the wrong things or maybe when you give them toys to play with a child wants them all to themselves you can see that the child has a problem".

"...when you see that the child misbehaves in class you must make them be the one who guards others, give them a task".

"Sometimes it's good if you make the stubborn child a class rep, and make them be the one who checks those who disrupt classes, or make them a leader because with the attention they can concentrate, and their behaviour can be controlled".

Overall the practitioners spoke of a number of methods they use to report children's development including parental questionnaires, observing behaviour while note-taking and the use of checklists. The importance of maintaining good relationships with the parents was evident in all of the focus groups and the practitioners showed emotional intelligence in managing relationships with the parents. Based on the focus group discussions, it appeared that the practitioners considered the children's development their main priority.

5.3.4. Fundamentals in Mathematics

The one module that the practitioners all seemed to have found difficult was the mathematics fundamental module. Although they did remember some of the concepts learnt, it was with noticeable difficulty as murmurs and laughter erupted in the group discussions when questions about mathematics were asked. Fewer participants responded to these questions as compared to the other modules' questions.

"I'll be honest when we started it wasn't easy, but they had the patience for us as it was hard for us, because maths to be honest is a very difficult subject".

Although the response rates were low, practitioners did demonstrate some knowledge of mathematical concepts and how these were applied and taught to the children.

"We learnt a lot about weighing the children, and also about distances ... but it was not easy especially at first".

"We learnt about areas, compound interests and learnt about measurements. We also learnt about calculations you need when working with shapes like calculations you need to create a semi-circle, we also learnt about angles".

"We learnt how to calculate the different sides of shapes like a triangle..."

"We learnt about financial education, and also learnt about simple interests and compound interests. Simple interest is when we deal with small interest. I actually can't explain it properly. I'll remember and explain it".

The most valuable lesson that seemed to have been learnt in this module was the purpose and importance of budgeting.

"Now we even know how to do budgets, and can calculate when I go shopping I buy things that are within the budget ... you must have a budget and not just go buy things, and planning we taught how to plan".

"We've also learnt that you must compare prices to see how much you are saving, they've taught how to save and we can now save a bit of change for bread instead of spending everything at once".

When talking about how mathematics is taught to learners in their classrooms, the practitioners said:

"We teach them from 1-10, even the different kinds of shapes we show them".

"We even have puzzles that have numbers that we teach them with, bring out all the numbers and the children put them back together in order".

"Or make an example with the pupils and put 10 kids on one corner, then subtract maybe two and ask the class the remainder, they catch that quickly ... Sometimes we use fruits".

It was clear from the focus groups that the practitioners had the most difficulty with the mathematics module. Although they were able to talk about what they had learnt and how they taught mathematics to children, it is worth considering strengthening this module and increasing the length of time spent on it.

5.3.5. Elective modules

Two of the elective modules were teaching children affected by HIV/AIDS and managing anxiety and depression. The practitioners seemed to have understood the module on HIV/AIDS very well. All of the practitioners shared similar sentiments in terms of confidentiality, hygiene, safety, healthy eating as well as open communication. In relaying these sentiments, practitioners said:

"We let the family know to take the child to the clinic so the child can be treated and lead a healthy life, and also the diet..."

"If a parent becomes open and tell me about the child's HIV status I must not talk about it with anyone, it must be confidential".

"And we shouldn't shame the children under no circumstances in front of others even when you are alone with them, like telling children not to play with the infected child, all children must be treated the same".

"It has taught us that when children are playing say they are playing outdoors, and one child gets hurt we must teach them that they mustn't touch another's blood, even when I treat the child I must wear protective gloves, even when a child vomits others must stay back".

As a result of the stress people face when living under conditions of persistent poverty, the programme equipped practitioners with different ways of handling anxiety and depression in the workplace. Some practitioners acknowledged having anxiety or depression problems. A few also said that if they had problems at home, it affected their ability to care for and support the children at their ECD facilities. This experience was especially the case when the practitioners had many children under their care.

"I say when I started they used to depress me but now I've gotten used them crying and making noise".

From the focus groups discussions, it is evident that the practitioners have learnt a great deal about children's development and about managing their classrooms. Based on the examples given in the discussions it appears that they apply this knowledge through various techniques and by managing relationships among the children and with the children's parents. The focus groups did not, however, reveal instances where teachers were not able to recall fundamental practices or principles of child development or where they were unable to apply their knowledge from their ECD training in their facility.

The fourth and last research question assessed whether children were meeting their age-appropriate milestones. This question is discussed in the next section, followed by the conclusions and recommendations.

5.4 ARE FOUR YEAR OLD CHILDREN TAUGHT BY THE PRACTITIONERS PERCEIVED TO BE REACHING AGE APPROPRIATE COGNITIVE, PHYSICAL, SOCIAL AND EMOTIONAL MILESTONES?

This section discusses developmental expectations for four year old children in South Africa according to the South African National Curriculum Framework (2015). Thereafter the results from the developmental checklists completed for the children are presented. The South African National Curriculum Framework (2015) guided the creation of the checklists used to assess the milestones reached by children.

The targeted age group for this evaluation were children aged four years, simply because this was the most common age of children in the ECD centres. According to the South African National Curriculum Framework (2015), the six areas of development considered vital for young children are: well-being, identity and belonging, communication, exploring mathematics, creativity and knowledge and understanding of the world. Each of these developmental areas encompasses cognitive, physical, social and emotional development (Department of Social Development, 2006: 73).

5.4.1. Well-being

'Well-being includes the emotional, social as well as the physical aspects of children's development' (South African National Curriculum Framework, 2015: 5)

In terms of well-being, four year olds are expected to know their full name and address. In addition, they should have incorporated the idea of eating nutritious and clean food. They should show interest in trying new food as well as help in cleaning up of spilt drinks and food. The framework indicates that children are also expected to know or have some knowledge of washing themselves, cleaning their teeth and blowing their noses. It is also to be expected that four year olds can identify some of their own symptoms when they are unwell (such as claiming to have flu because their nose is runny). Children in this age group should also start building a sense of safety and security by identifying dangerous situations and objects or understanding basic safety rules and following simple directions of what to do. Their physical strength and interest in engaging in physical activities should also be observed at this stage, including a child's ability to skip, gallop, jump backwards and forwards, and use scissors. Lastly, children should be showing signs of resilience such as knowing how to find someone to help them or being able to express fear or irritation verbally.

5.4.2. Identity and belonging

'Identity and belonging are about personal development, social development, secure relationships and celebrating difference' (South African National Curriculum Framework, 2015: 9)

At this age, children should become aware of themselves as capable and confident learners. They should be willing to play with others, ask for help from others and cooperate. They are also expected to be more independent and are able to spend longer periods of time on an activity. A strong sense of self-care develops as children take initiative and are proud of being able to take care of themselves. They take pleasure in working independently, are willing to experiment, and ask for assistance when needed. Four year olds also begin to build strong relationships by being more flexible, showing self-control and adapting to suit different routines and situations. Lastly, a sense of group identity begins to develop as well as an ability to acknowledge difference. This notion is seen through participation in appropriate rituals and customs like praying, celebrating birthdays and Christmas.

5.4.3. Communication

'Children use many ways to communicate beyond words, phrases and sentences. Methods of communicating include dance, music, art, pictures, singing, body movement and creative play' (South African National Curriculum Framework, 2015: 13)

At this stage of development, children should be able to learn to listen attentively and continue to want to learn new words. At four years of age, children remember stories they have heard and want to tell their own stories. They should begin to speak using different styles of communication. They talk in complete sentences, take turns in conversations and can be understood by people not familiar with them. It is also around this age that children begin to notice words around them and ask for them to be read, start drawing and naming letters and in some cases they ask for their stories to be written down for them.

5.4.4. Exploring mathematics

'It is about children developing an understanding of how to solve problems, how to reason and how to use mathematical concepts in their environment' (South African National Curriculum Framework, 2015: 17)

In the area of mathematics, children show awareness of and are responsive to numbers and counting. They attempt to solve number problems and count objects in a group. Children also begin to explore shapes, space and measurement and show some interest in shapes by using them, talking about them and taking note of similarities and differences.

5.4.5. Creativity

'Creativity means that children produce new and useful ideas and solutions to problems and challenges' (South African National Curriculum Framework, 2015: 19)

A creative four year old should begin to identify, search and create solutions to challenges through problem solving. This ability is seen in attempts to use different solutions to challenges and asking a lot of 'why' questions. The framework states that children also identify, search for, and create solutions to challenges through play. They do so in smaller cooperative groups and develop complex structures and games using available materials. Through visual art activities, children begin cutting out simple shapes and paint shapes using separate colours. Through music, dance and drama, children aged four begin to sing, dance and clap at the same time as well as attempt to make up songs and rhymes.

5.4.6. Knowledge and understanding of the world

'Children are curious about the world. They grow in confidence when they are encouraged to show their knowledge and skills in practical ways' (South African National Curriculum Framework, 2015: 22)

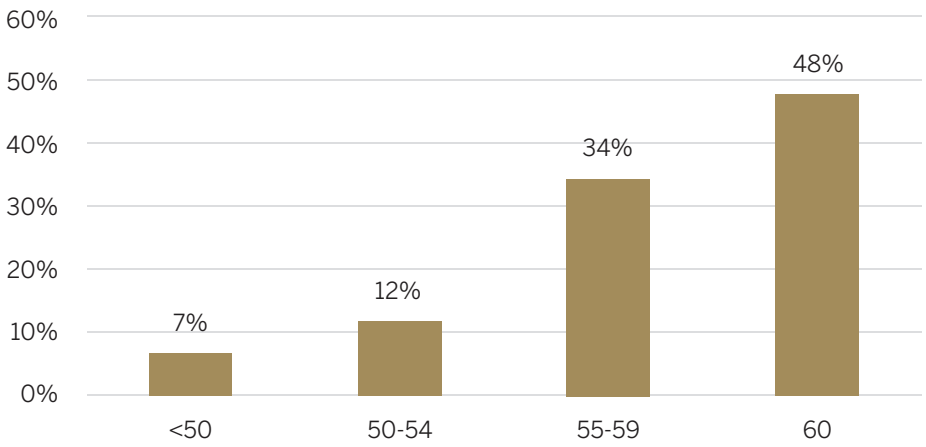
At this stage of development, children begin to explore and investigate their world. They talk about what they see, how things work and why things happen. They also show awareness of change. Four year olds are also expected to explore design, make items and use technology. This ability is seen through experimentation with different tools and techniques. They might even join building blocks for balance and purpose. Lastly, at four years of age, a child is expected to explore and investigate time and place by showing some understanding of change, as well as observing and showing curiosity about where they live.

The developmental checklists asked questions pertinent to these areas of development. Practitioners were asked to complete a checklist for each child in their care at their ECD facility and to ask one of the child's parents to do the same. A total of 486 developmental checklists were returned to the research team. Of these, 12 children (3%) were aged two years, 79 children (16%) were three years, 240 children (49%) were four years, 133 children (27%) were five years, and 22 children (5%) were six years old. This section reports the results of the largest age group, that being four year olds. The reason for this focus is because the questionnaire was created with the development of four year olds in mind as they made up the majority of children in crèches. The four year old sample consisted of 47% boys and 53% girls.

Of the 240 children aged four years, 25 children were removed from the analyses as either their teacher or parent had not completed a checklist. Therefore, the results presented are for 215 four year old children, for each of whom two developmental checklists had been completed.

The questionnaire contained 30 questions. For each question the practitioner or parent could respond with 'coming to the crèche HAS helped my/the child with this' or 'coming to the crèche HAS NOT helped my/the child with this'. The responses of HAS helped were scored 1 and the responses HAS NOT helped were scored 0. Therefore a score of 60/60 indicated that both the parent (30 marks) and the practitioner (30 marks) answered that the crèche had helped the child for every skill. Figure 1 shows the summary of the results.

Figure 1: Summary of developmental checklist data



The development questionnaire results were divided into four groups; those children who scored a mark less than 50 out of 60, those who scored 50-54 out of 60, those who scored 55-59 out of 60 and those who scored 60 out of 60.

Almost half of the children (48%) scored full marks on their development by both their parent and their teacher. This score is good evidence that there was consensus between ECD practitioners and parents in children reaching their age-appropriate milestones. Just over a third (34%) of children scored 55-59 out of 60 indicating that either their parent or ECD practitioner reported that the ECD centre was not helping them develop with up to four skills. Twelve percent of children scored 50-54 out of 60 indicating that either their parent or their teacher had indicated that the ECD centre was not helping them develop up to 10 skills. Seven percent of children scored less than 50 out of 60 in their developmental checklists. Only one child scored less than 45. There were no patterns in the data pertaining to a lag in specific skills. This lag differed between individual children and also differed based on perceptions of the parents and practitioners. Some areas where children were not meeting development criteria were:

- Being able to skip, gallop and jump,
- Being able to use scissors to cut along a straight line,
- Being able to dance and clap at the same time,
- Being able to learn a, b, c's, and
- Being able to identify different colours.

Practitioners were able to identify the different individual needs of children and reported informing parents of their children's need to work on specific areas.

6 CONCLUSIONS AND RECOMMENDATIONS

The results of the evaluation revealed that the Ntataise Lowveld Trust ECD Training Programme is benefitting both the ECD practitioners and children in Mzinti. The women who have graduated as ECD practitioners have achieved further education and this achievement has broadened career opportunities for some women. These practitioners were adequately able to demonstrate their ECD knowledge and apply their skills in the work that they do. It was clear that the practitioners have learned a great deal about childhood developmental stages, managing resources, centre management, health and safety, planning, monitoring and evaluation, and communication with parents. The practitioners were actively teaching children about respect for one another. In this way they were providing the grounding for a society based on democracy and equality. They were also passing on values that foster the appreciation of diversity and multiculturalism.

For children aged four years, 48% were scored full marks on the development indicators by both their parent and their teacher. Where children were not reaching the required milestones, practitioners were able to identify challenges experienced by children and were actively working with parents to assist children with specific activities.

Despite the positive results, the programme could benefit from a few changes to enable greater impacts. These are:

- To conduct a professional translation of materials into SiSwati to ensure that they are standardised for learning.
- To strengthen the module in Mathematics and increase the length of time spent on it.
- To extend the 18-month course to a period of two years to enable practitioners to learn at a pace that allows them to gain a deeper understanding of materials.
- To implement the submission of videos as proof of activities with children undertaken by the practitioners.
- To ensure that the selection criteria for acceptance into the programme be made stringent or aid selection by psychometric testing of practitioners.
- To conduct baseline and post-programme testing for practitioner content knowledge and pedagogical skills to determine if practitioners are in fact learning over the course of the training.
- To pilot the implementation of a transport subsidy, should the programme wish to do so, on a small scale and to assess whether such an intervention could increase class attendance of practitioners.

In conclusion, this evaluation has produced notable evidence that the Ntataise Lowveld Practitioner Training Programme has successfully upskilled ECD practitioners in Mzinti and as a result, children in their care are developing optimally. The fact that the programme was found to have a positive impact on the practitioners and children argues for the immediate resolution of the challenges experienced in programme delivery.

7 REFERENCES

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APPENDICES

APPENDIX A – SAQA CERTIFICATION

All qualifications and unit standards registered on the National Qualifications Framework are public property. Thus the only payment that can be made for them is for service and reproduction. It is illegal to sell this material for profit. If the material is reproduced or quoted, the South African Qualifications Authority (SAQA) should be acknowledged as the source.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

REGISTERED UNIT STANDARD:

Demonstrate knowledge and understanding of the development of babies, toddlers and young children

SAQA US ID	UNIT STANDARD TITLE		
244484	Demonstrate knowledge and understanding of the development of babies, toddlers and young children		
Originator		**REGISTERING PROVIDER**	
SGB Early Childhood Development			
FIELD		**SUBFIELD**	
Field 05 - Education, Training and Development		Early Childhood Development	
ABET BAND	**UNIT STANDARD TYPE**	**NQF LEVEL**	**CREDITS**
Undefined	Regular	Level 4	8
REGISTRATION STATUS	**REGISTRATION START DATE**	**REGISTRATION END DATE**	**SAQA DECISION NUMBER**
Registered	2007-10-18	2010-10-18	SAQA 0005/07

PURPOSE OF THE UNIT STANDARD

This Unit Standard is for people who wish to enter or obtain recognition at an entry level of Early Childhood Development (ECD).

People credited with this Unit Standard are capable of:

- Demonstrating knowledge and understanding of ways of seeing the development of babies, toddlers and young children.
- Demonstrate knowledge and understanding of the development of babies, toddlers and young children within each domain of development.

LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING

It is assumed that learners are competent in Communication at NQF Level 3.

UNIT STANDARD RANGE

The term "established theories or literature" refers to theories recognised within the field, as well as established indigenous theories.

Knowledge and understanding of child development is to be informed by own experiences as a child, own

experiences with children, and recognisable "theories" e.g. socio-cultural, behavioural, neuroscience, maturation, attachment and/or theorists e.g. Piaget, Vygotsky, Freud, Erikson, Bandura, Skinner, Ainsworth and Mahler, etc.

Although the stages referred to in this Unit Standard are not intended to be rigid, we might identify the following stages, with broad overlapping margins as follows:

- Pre-birth.
- Young babies.
- Mobile babies.
- 12 months - 30 months.
- 30 months - 5 years.
- 6 years - 9 years.

"Domain" refers to:

- Physical includes gross-motor and fine-motor development, health and nutritional status.
- Cognitive and language development includes perceiving, remembering, conceiving, judging, reasoning, creativity.
- Socio-emotional development includes attitudes, personal and social identity, autonomy, attachment, self concept, self esteem, feelings, self-control and relationships with others.

"Special needs" could be in a variety of areas such as physical, social, psychological, environmental, gifted, disadvantaged, circumstances.

UNIT STANDARD OUTCOME HEADER

N/A

Specific Outcomes and Assessment Criteria:

SPECIFIC OUTCOME 1

Demonstrate knowledge and understanding of ways of seeing the development of babies, toddlers and young children.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

Own views about the meaning and use of key terms are compared to the views of others, showing how such views influence our ways of seeing and working with children.

ASSESSMENT CRITERION RANGE

- Key terms include but are not limited to childhood, development, teaching, well-being, ubuntu and rights, etc.
- "Views of others" refers to those in the immediate environment as well as a more global or international view.

ASSESSMENT CRITERION 2

Different ways of seeing the development of young children are compared to highlight key similarities and differences in the theories.

ASSESSMENT CRITERION RANGE

Comparison should include at least two theories and own observations.

SPECIFIC OUTCOME 2

Demonstrate knowledge and understanding of the development of babies, toddlers and young children within each domain of development.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

Stages in the development of children in each domain are described in line with existing theories.

ASSESSMENT CRITERION RANGE

Reference to existing theories is to be limited to key findings of theorists in relation to own observations of child development.

ASSESSMENT CRITERION 2

Factors that enable the development of children in each domain are identified in line with relevant existing theories.

ASSESSMENT CRITERION 3

Explanations of how gender, socio-economic background, age, environment and special needs impact on the development of children in each domain are consistent with established theories or literature and the principles of inclusion and anti-bias.

ASSESSMENT CRITERION 4

Descriptions are provided to show how development is shaped by socio-cultural influences.

ASSESSMENT CRITERION RANGE

Socio-cultural influences refers to beliefs, values and practices; inter-personal relationships; and relationships with the environment.

ASSESSMENT CRITERION 5

Descriptions are provided to show how development within each domain is linked to and affected by development in other domains.

UNIT STANDARD ACCREDITATION AND MODERATION OPTIONS

- Anyone assessing a candidate against this Unit Standard must be registered as an assessor with the relevant ETQA.
- Any institution offering learning that will enable achievement of this Unit Standard must be accredited as a provider through the relevant ETQA by SAQA.
- Moderation of assessment will be overseen by the relevant ETQA according to the moderation guidelines and the agreed ETQA procedures.

UNIT STANDARD ESSENTIAL EMBEDDED KNOWLEDGE

The following areas of knowledge are embedded within the Unit Standard, and will be assessed directly via assessment of the specific outcomes in terms of the given assessment criteria:

- Theories of child development.

- Domains of development.

UNIT STANDARD DEVELOPMENTAL OUTCOME

N/A

UNIT STANDARD LINKAGES

N/A

Critical Cross-field Outcomes (CCFO):

UNIT STANDARD CCFO COLLECTING

- Collect, analyse, organise and critically evaluate information in relation to the progress of children in relation to understanding of child development.

UNIT STANDARD CCFO COMMUNICATING

Communicate effectively using visual and/or language skills when explaining and describing child development.

UNIT STANDARD CCFO DEMONSTRATING

Understand the world as a set of inter-related parts of a system, thus explaining the factors that impact on child development.

UNIT STANDARD ASSESSOR CRITERIA

N/A

UNIT STANDARD NOTES

This Unit Standard replaces the following Unit Standards:

- 7402: "Facilitating Learning Through Play", Level 2, 12 credits.
- 7403: "Facilitating Learning Through Stories, Songs and Rhymes", Level 3, 8 credits.
- 7404: "Facilitating Language Development Bilingual/Multilingual ECD Programmes", Level 3, 8 credits.
- 7405: "Facilitating Creative Art Activities in ECD Programmes", Level 3, 8 credits.
- 12835: "Facilitate the learning and development of babies (0-24 months) in ECD settings", Level 3, 12 credits.
- 12836: "Facilitate the learning and development of toddlers (18-36 months) in ECD settings", Level 3, 12 credits.
- 12840: "Include children experiencing barriers to learning and development in ECD settings", Level 3, 12 credits.
- 13850: "Facilitate active learning in ECD programmes", Level 3, 30 credits.
- 13851: "Facilitate healthy development in ECD programmes", Level 4, 14 credits.

Glossary:

Activities - refer to the active involvement of babies, toddlers and young children with a range of resources, materials and actions that contribute towards their development. This includes routine-based and play-based activities.

Babies, toddlers and young children:

- Babies - refers to an approximate range of 0-12 months, taking into account individual variations in development.
- Toddlers - refers to an approximate range of 12-30 months, taking into account individual variations in

development.
• Young children - refers to an approximate range of 30 months to 5 years old, taking into account individual variations in development.

Developmentally appropriate although it is accepted that there are multiple and contested ways in which the term may be used and understood, at its heart, "developmentally appropriate" is intended to convey the sense that children do develop in recognisable ways, even if at different rates and in line with different models of development. Hence, we may speak of something being developmentally appropriate if it meets the developmental needs of babies, toddlers and young children, supported by justifiable theories will inform the programme.

Early Childhood Development (ECD) Service - the care, facilitation, observation, reporting and working with families and others in a variety of settings for the development of babies, toddlers and young children.

Early Childhood Development (ECD) Settings - to any place where a child is or children are, including but not limited to Early Childhood Development (ECD) centres, institutions such as prisons and hospitals, and at home.

Facilitate - means the use of a range of activities, all of which combine in various ways to contribute to the holistic development of babies, toddlers and young children.

Framework - guidelines to outline the range of Early Childhood Development (ECD) services, programmes and legal, health and social practices.

Inclusion - the inclusion of all children including those with special needs.

Programme - refers to the routines or schedules that spell out the sequence of daily and weekly events. The schedules may be very loose or highly structured depending on context and preference.

QUALIFICATIONS UTILISING THIS UNIT STANDARD:

	ID	QUALIFICATION TITLE	LEVEL	STATUS	END DATE
Core	58761	Further Education and Training Certificate: Early Childhood Development	Level 4	Registered	2010-10-18

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APPENDIX B – ASSESSOR'S AND MODERATOR'S REPORTS

NTATAISE LOWVELD TRUST
FETC: Early Childhood Development 58761

Assessor's Report to Candidate

CORE Module 1
244484 Demonstrate knowledge and understanding of the development of babies, toddlers and young children

Assessor:..... Reg No.....

Name of Candidate:..... **ID No:**.....

Assessment 0 = no evidence available
1 = insufficient evidence
(2) = sufficient evidence
3 = well-established evidence

244484 Level 4 Credits: 8	AVERAGE	(C)/ NYC
SO 1 Demonstrate knowledge and understanding of ways of seeing the development of babies, toddlers and young children	2.6	C
SO 2 Demonstrate knowledge and understanding of the development of babies, toddlers and young children within each domain of development	2.2	C
TOTAL	(2.4)	(C)

General Comments: Requirments met.

I declare this Candidate: (Competent)/ Not Yet Competent

Assessor's signature:..... Date: 16/02/2016

Moderator's Name:..... Reg No:.....

Moderator's signature:..... Date: .....

Candidate's signature:..... Date: 08-06-2015

Should the evaluation indicate that there are gaps that have resulted in the "Not Yet Competent" (NYC) rating, please study the "Recommendation". Ntataise Lowveld Trust will make every effort to assist you to upgrade your rating to "Competent" (C). You have the right to appeal against the outcome.

NTATAISE LOWVELD TRUST

Moderation of Evidence for the FET Certificate: ECD 58761 Level 4

Moderator's Report to Training Provider and Assessor

Candidate:..... ID No:.....

Moderator:..... Reg No:.....

Assessor:..... Reg No: .....

Date of Moderation:.....

MODERATOR REVIEWED: RPL Process□ Range of Assessment Tools□ Assessor's Training Records□ Formative, Feedback, Summative and Appeal Record Forms□ Candidate's Portfolio of Evidence□ VISITED Workplace to observe Practice and check Records□ INTERVIEWED Candidate□

DEMONSTRATE KNOWLEDGE AND UNDERSTANDING OF THE DEVELOPMENT OF BABIES, TODDLERS AND YOUNG CHILDREN

Level 4 US : 244484 8 Credits

A = Assessor's rating : M = Moderator's rating

	SO 1		SO 2			
	A	M	A	M	Comments/Feedback	C/NYC
Observation (mainly practical competence, but also reflexive and foundational) *Tools: Assessment forms and observation guide*	C		C			
Interview or Test (Foundational competence – knowledge) *Tools: Structured interview or test, with memorandum*	C		C			
Written Tasks (Foundational, practical and reflexive competence) *Tools: Task assessment guides*	C		C			
Portfolio *Tools: Self assessment guides, workbook tasks, other evidence*	C		C			
Critical and Developmental Outcomes	C		C			
Summative Rating	C		C			
Principles of good Assessment in terms of reliability, fairness & validity	Authenticity□ Sufficiency□ Currency□ Methods "Fit for Purpose"□ Anti-bias□ Interpretation of Standard□ Practicability□ Instruments target Selected Outcomes□ Transparency of Process□					

Summative Comment:

I hereby declare the Assessor's ratings to be valid

Moderator's Signature .....

Assessor's Signature .....

APPENDIX C – VACCS ASSESSMENT

VACCS ASSESSMENT OF PORTFOLIO OF EVIDENCE

The form is designed for an overall assessment of the evidence provided from all assessment tools used or alternative evidence presented in terms of whether the rules of evidence have been met. The assessor records a yes or no in the middle column and writes comments to support her assessment

Candidate:..... Assessor: ..... Date: 16/02/2016

Unit Standard 244480 Facilitate the holistic development of babies, toddlers and young children.

Unit Standard 244484 Demonstrate knowledge and understanding of the development of babies, toddlers and young children.

Rules of evidence	Y/N	Comments to support assessment
Is the evidence provided by the candidate **valid**, i.e. – is it 'fit for purpose' – relevant to the unit standard SOs and ACs?	Y	Evidence provided by the candidate is valid.
Is the evidence provided by the candidate **authentic**, i.e. – is it the candidate's own work, especially in the tasks – generated in a workplace setting that allows demonstration of applied competence?	Y	All work is the PoE was written and submitted by candidate.
Is the evidence provided by the candidate **sufficient**, i.e. – to show competence in the unit standard assessed	Y	Sufficient evidence was Provided by candidate.
Is the evidence provided by the candidate **current**, i.e. – is it up-to-date, e.g. records?	Y	Evidence in the PoE is up to date and signed
Is the evidence provided by the candidate **consistent**, i.e. – does it give the same results across different assessors and different methods?	Y	Assessment tools were used to major competence

Note: The assessment is of all evidence provided from all assessment instruments.

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SBSA 263119