



higher education
& training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

TEACHING AND LEARNING DEVELOPMENT CAPACITY IMPROVEMENT PROGRAMME (TLDCIP)

PROJECT PLAN

TEACHER EDUCATION FOR EARLY CHILDHOOD CARE AND



1. INTRODUCTION

1.1 Since the new South African political dispensation in 1994, Early Childhood Development (ECD) has been recognized and identified as a critical nodal point for the country's social and economic transformation and development. Government departments working together with ECD stakeholders have partnered at different levels of the sector to create space for open discussions towards developing policies and programmes that are targeted at improving the sector.

1.2 Following from previous work done in relation to the commitment in White Paper 5 on Early Childhood Education (DoE; 2001) to develop an inter-sectoral strategic plan to address development needs in the ECD sector, the Draft Early Childhood Development National ECD Policy Report (2014) posits that quality ECD services are a universal human right and that the provision of such services is a social justice issue which assist to reduce 'intergenerational disadvantage'. Quality ECD services are social and economic drivers in a country's development. The report also recognises that "...appropriate cadres of ECD workers, in sufficient numbers and with sufficient skills to support the implementation of the envisaged national policy and programme of ECD" will need to be developed.

1.3 The draft National ECD Policy (2014) proposes that the responsibility for "planning and support for Further and Higher Education and Training related to ECD; oversight of Quality and Accreditation of Training of ECD practitioners" resides with the Department of Higher Education and Training.

1.4 There is therefore a great need to move rapidly to develop capacity in the post-school education and training system for the education and development of ECD educators and practitioners, if it is going to be able to make its contribution to the inter-sectoral ECD policy and programme. This will entail working with universities and other relevant non-state actors (NSAs), including civil society organisations (CSOs) which have played a significant role thus far, to develop system capacity for the development of ECD professionals.

1.5 There are currently no dedicated higher education qualifications being offered in the country for professionals working in the ECD (birth-4years) sector. Some universities have attempted to address the needs of this sector through their work to develop Foundation Phase teachers, but this is far from ideal.

1.6 The project outlined here is intended to lead to the development of a national policy on minimum requirements for programmes leading to higher education qualifications for educators working in Early Childhood Care and Education (ECCE) contexts, and the development of capacity at universities to offer these programmes on a scale that meets the needs of the sector.

2. MANAGEMENT OF THE PROJECT

2.1 The TEECE project will be located in the University Education branch.

2.2 The overall responsibility for the project will reside with the Director: Teaching and Learning Development Capacity Improvement Programme, who is the overall programme manager for the Teaching and Learning Development Capacity Improvement Programme.

2.3 The project manager will be responsible for regular reporting to the TLDCIP programme manager who in turn will report to the Chief Director: Teaching and Learning Development, to DHET senior management and to the Minister on the progress of the project. Implementation of the project and reporting on progress made within it will need to align to the time frames and the control mechanisms put in place for the TLDCIP.

2.4 Funds to support the TEECEP will be specifically allocated from the EU/DHET Teaching and Learning Development Capacity Sector Policy Support Programme (TLDSPSP).

3. RESULTS MATRIX FOR THE PROJECT

3.1 The main activities of the TEECEP are:

- Policy Development
- Programme Development
- Material Development
- Research Development
- Dialogue/Community Building

3.2 The results matrix for the 5 year project is shown in the table below:

Table 1: TEECE Project Results Matrix

Output/ Indicator	Target for 2015/16 (prep year)	Target for 2016/17	Target for 2017/18	Target for 2018/19	Target for 2019/20	Verification
Gazette a Policy on Programmes Leading to Qualifications in Higher Education for Educators and Practitioners in Early Childhood Education and Care	Draft Policy on Professional qualifications for ECD educators and other professionals gazetted for public comment.	Finalised Policy on Professional qualifications for ECD (Birth – 4) educators and other professionals published in Government Gazette.	-	-	-	<p>Concept note signed off by DGG</p> <p>Government Gazette containing call for public comment</p> <p>Government Gazette containing final policy version</p>
Higher education qualification programmes for educators and other professionals in ECCE which are compliant with the new policy are developed and offered.	At least 10 universities ¹ have signed agreements in place with the DHET to develop and offer professional qualification programmes for ECD (Birth – 4) educators and other professionals	The universities (at least 10) have submitted satisfactory reports to the DHET.	At least 10 universities have submitted PQM applications to offer professional qualification programmes for ECD (Birth – 4) educators and other professionals.	The universities (at least 10) have submitted satisfactory reports to the DHET.	At least 10 universities are offering professional qualification programmes for ECD (Birth – 4) educators and other professionals.	<p>Programme documents form universities</p> <p>PQM application and approval letters</p> <p>CHE accreditation letter</p>
Collaborative research projects which investigate priority issues of national importance	The DHET has approved at least three collaborative research projects.	Each supported project has submitted a satisfactory progress report to the DHET.	Each supported project has submitted a satisfactory progress report to the DHET.	Each supported project has submitted a satisfactory progress report to the DHET.	Each supported project has submitted a final research report to the DHET.	<p>Yearly progress reports.</p> <p>Final research report.</p>

ECCE national dialogue events ¹	-	A national dialogue event is convened/ ¹ supported which enjoys participation from all universities involved in the project.	A national dialogue event is convened/ ¹ supported which enjoys participation from all universities involved in the project.	A national dialogue event is convened/ ¹ supported which enjoys participation from all universities involved in the project.	A national dialogue event is convened/ ¹ supported which enjoys participation from all universities involved in the project.	Documents related to each dialogue event. Attendance registers.
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¹ These do not necessarily need to be stand-alone ECCE events, and could be convened as part of a bigger event which has an ECCE stream contained within it.

4. PROJECT METHODOLOGY

- 4.1 Universities will be the main beneficiaries of the project.
- 4.2 The project will be initiated through a national meeting convened by the DHET with all universities to explain the nature of the project.
- 4.3 The national meeting will be followed by a call for proposals from universities on aspects of the project that they would like to be involved with.
- 4.4 Proposals will be both individual and collaborative, depending on the nature of the activity that is being proposed.
- 4.5 Only collaborative research development and material development proposals will be considered.
- 4.6 Proposals will need to commit to clear deliverables aligned to the targets set for the project.
- 4.7 Proposals will be reviewed by a review team set up by the DHET, with final approval to be made by the Director-General.
- 4.8 An agreement between the DHET and the university will clearly set out the terms and conditions for each supported project, including how funds will be disbursed. The agreement will be signed by the Director – General on behalf of the DHET, and by the Vice-Chancellor on behalf of the University.
- 4.9 Each supported project will be expected to submit a yearly qualitative and expenditure progress report by the end of December each year.
- 4.10 Successive/ annual fund transfers for each project will be dependent on satisfactory progress made in the project in the previous year, as described in the progress report.
- 4.11 The DHET will conduct annual oversight visits to each participating university to review progress and address any issues that may arise.
- 4.12 The project is envisaged to run for 4 years (2016/17 – 2019/20), with some preliminary work already conducted in 2015/16. The project will be concluded by 31st March 2020 with final expenditure on university projects paid by 31 December 2019 and close out reports for each university project submitted to DHET by 31 January 2020.

5. MILESTONES AND TIMELINES

	Year 1	Year 2	Year 3	Year 4	Year 5
	(2015/16):	(2016/17)	(2017/18)	(2018/19)	(2019/20)

6. INDICATIVE BUDGET

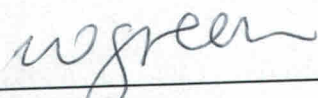
6.1 An indicative budget against the main activity areas in the project is shown in the table below.

Item	Amount (R)
Finalisation and gazetting of a Policy on Programmes leading to Higher Education	400 000
Development of a Policy on Research and Development Projects	2 320 000
Development of a Policy on Conferences	2 320 000
Development of a Policy on Community Building Events	2 320 000
Total⁵	35 554 010

Notes:

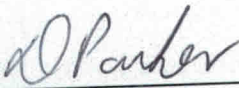
1. The development of the policy will be led by the DHET. The allocated amount will enable (i) final editing of the policy, (ii) publication of the full document in the Government Gazette and (iii) a series of regional advocacy and implementation workshops to be undertaken.
2. Appendix A provides information on the programmes that each university is planning to develop and offer, as well as indicative allocations to each institution.
3. The TEECEP will support selected research and development projects that are collaborative in nature and that address issues on national importance. Appendix B is a list of the selected research and development projects that have been defined thus far, as well as indicative amounts allocated for each project.
4. This funding will cover conference package costs for three conferences. Delegates will pay travel and accommodation costs from their own project budgets.
5. This total is rounded up to R35 600 000 as an allocation to the TEECEP from the R200m allocated to the

7. APPROVAL AND SIGN-OFF



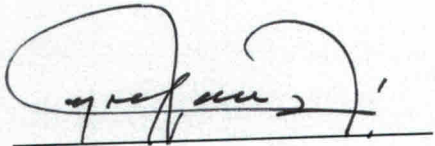
CD T&LD: Dr W Green

25/08/16
Date:



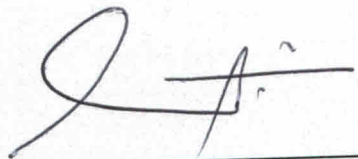
DDG U: Dr D Parker

29/08/2016
Date:



CFO: Mr T Tredoux

3/9/2016
Date:



DG: Mr G Qonde

15/09/2016
Date:

APPENDIX A: PROGRAMMES FOR EDUCATORS IN EARLY CHILDHOOD CARE AND EDUCATION THAT ARE PROPOSED TO BE DEVELOPED AND OFFERED BY UNIVERSITIES

University ¹	ECCE Programmes	Indicative allocated amount
1. Cape Peninsula University of Technology	Bachelor of Education in Early Childhood Care and Education	2 707 000
2. North West University	Bachelor of Education in Early Childhood Care and Education	2 640 000
3. University of Fort Hare	Diploma in Early Childhood Care and Education Bachelor of Education in Early Childhood Care and Education	2 928 805
4. University of Free State	Bachelor of Education in Early Childhood Care and Education	2 913 822
5. University of Pretoria	Bachelor of Education in Early Childhood Care and Education	3 000 000
6. University of the	Bachelor of Education in Early Childhood Care and	2 990 500

APPENDIX B: PROPOSED COLLABORATIVE RESEARCH AND DEVELOPMENT PROJECTS

Proposed ¹ Project	Lead University	Indicative Allocation (R)
1. Development of an indexed Excel database of research publications in the field of Early Childhood Care and Education (ECCE).	South African Research Association for Early Childhood Education/ Rhodes University	1 606 309
2. Desktop review of Institutional, NPO & TVET training programmes in ECCE in South Africa	South African Research Association for Early Childhood Education / Rhodes University	276 811
3. Relationship between national, provincial and local early childhood care and education policies: Implications for provisioning and organisation of teacher training	University of Fort Hare	1 955 500