

Draft

IMPROVING EDUCATIONAL QUALITY PROJECT

PRELIMINARY IMPACT EVALUATION REPORT

OF

NGO EDUCARE TRAINING IN SOUTH AFRICA

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* Note: This report represents data collected from only 3 grantees visited by Florealine Stevens

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We are especially appreciative to the 32 teacher trainees who allowed us to visit their classrooms and to be observed and interviewed. Their dedicated teaching, generous spirit and receptiveness made the work flow smoothly.

After the data are collected, the next steps are for those persons who process the data. Thanks again to Pat Campbell of Campbell-Kibler Associates and Charles Chow of Datagraphics for excellent work in this area.

Improving Educational Quality Project

EXECUTIVE SUMMARY

Preliminary Impact Evaluation Report of NGO Educare Training in South Africa

Introduction

One result of apartheid was that non-governmental organizations (NGOs) assumed the responsibility for training teachers of Black preschool children in South Africa in the absence of such services being offered by governmental agencies. Educare centres in homeland areas, townships, and other rural areas where Black Africans were located or resettled were developed to meet the needs of Black preschool children. However, the educare providers in many instances had no formal training to make sure that all of the early childhood needs of children were being met. The NGOs devised teacher training programmes that addressed the developmental needs of young children -- physical, emotional, social and intellectual. However, the majority of the educare sites had physical conditions that were not conducive to quality educare practices. Most of the educare teachers had not completed their secondary education and had no formal knowledge about early childhood education. Instead, these teachers were motivated to become educare teachers because of their love of young children and their awareness that these children needed assistance to lead healthy and safe lives and to be ready for formal primary schooling.

Most Educare Centre teachers did not have a vision of what a pre-school should be like and were influenced and informed by their own experiences in a formal school. These teachers, most likely, attended schools with a rigid format in which children were rarely encouraged to ask questions and were expected to be silent most of the time. Therefore, teacher training was the intervention needed to change this rigid view of educational practice to a child centered approach.

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Problem and Information Needs

USAID in its efforts to assist the development and improvement of early childhood education for Black South African children funded NGO projects that provided inservice training to educare centre teacher trainees. The impact of these projects on the delivery of services to the children in the educare learning centres was unknown. To initiate the conduct of an impact evaluation, persons designated by the NGOs as project evaluators completed a U S study tour in September 1994. Since this proved to be a slower-moving process than anticipated, it was decided that during February 1995 on-site mentorship and hands-on assistance would be provided to the evaluators by U S-based consultants and Durban-based IEQ staff to the NGO grantees to be in the impact study.

Purpose of the Evaluation

The evaluation assessed the impact of the NGO-operated educare teacher training programmes for teacher trainees in educare learning centres along the following dimensions:

- o organising classrooms for learning and social development.
- o providing stimulating classroom and outdoor play environments.
- o providing safe and healthy environments for the children.
- o developing teachers who can attend to their children's physical, social, emotional, and intellectual needs.
- o facilitating positive teacher-child and child-child interactions.
- o facilitating the acquisition of school readiness skills.

Evaluation Questions

1. Is there a difference in the behaviours of teachers who received advanced educare training in comparison to teachers who received basic (foundation) or less training?

2. Is there a difference in the classrooms and yard environments of advanced educare trained teachers compared to those teachers with basic or less educare training?

3. Is there a difference in the behaviours of children who are in classrooms of teachers with advanced educare training compared to the children in classrooms of teachers with basic or less educare training?
4. What are the implications for policy, practice, and training to develop, replicate and increase access to effective early childhood education models?

Evaluation Procedures and Data Analysis

The impact of inservice training on educare centre teachers was determined through contrastive comparisons of two groups of teachers guided by investigating the indicators of quality for early childhood education delivery. Teachers who received advanced inservice training were compared with teachers whose training was at the basic (foundation) level or less to determine if there were contrasts in the indicators of quality. Since this was the principal purpose of this preliminary impact evaluative study, the information provides guidance to the later analysis of the total data set. The indicators of quality for early childhood education delivery follow.

Indicators of Quality for Early Childhood Education Delivery

1. A good teacher demonstrates a loving attitude toward children.
2. Pre-school children's participation in educare learning activities and routine readies them for kindergarten in the primary school.
3. There is an appropriate room arrangement with four indoor areas adequately furnished and supplied and they are accessible to children.
4. Learning centre characteristics are present and appropriate.
5. There is a comprehensive daily programme of children's activities that meet their needs to develop physically, socially, emotionally and intellectually through implemented routine and scheduling.
6. There is a healthy and safe environment for children.

7. Teacher in charge has knowledge of centre management and wise use of resources.

8. Teacher trainee has adequate supervision and follow up to inservice training.

Sample

Seven NGO educare training projects are involved in the total evaluation. However for Phase 1 or the preliminary evaluation, data were collected from three NGO educare training projects. These three NGOs were designated as Group 1:

CCDC	East London Catchment Area
Khululeka	Queenstown Catchment Area
TREE	Durban Catchment Area

For this preliminary evaluation, the evaluators visited 32 centres. They interviewed and observed 32 teachers who were trained or would be trained by the three NGO projects.*

The sample is a purposive in that the NGOs were not randomly selected. The selection was based partially upon the length of time the NGO projects were funded by USAID and the level of implementation of their inservice training activities.

The sample was divided into two sub-samples: 18 centres with 56 percent of the teachers with advanced training; and 14 centres with 44 percent of the teachers with basic or less training.

Having advanced training is defined as completing a series of 3 courses, or completing TEC 1, or completing an Advanced Course. Having basic (foundation) training is defined as completing or being enrolled in beginning educare courses.

Data Collection

Phase 1 of the data collection involved the CCDC, Khululeka and TREE NGO projects. Data were collected during February 1995 from 32 centres. Visits to the 32 centres were made principally by two teams composed of a US consultant and NGO trainers or IEQ staff (Durban)

and NGO trainers. The visit to each centre lasted for approximately 60 to 90 minutes. During that time, at each centre, the activities involving teacher and children in the classroom and yard were observed and recorded and the teacher was interviewed. In the case of the US consultant, assistance was given by the trainers in translating English to the African language of the teacher when an interview item in English was not clear. Also, the trainers offered information about the dialogue exchanged between the teacher and children when the communication was in the African language. The trainers were administered a questionnaire about their activities with the teacher trainees, and about their perceptions of impact of the training in the teachers' classrooms.

The US evaluation consultant had preschool experience as a Headstart teacher and kindergarten teacher in the United States. Each day after visiting the sites, the US consultant and the South African researchers reviewed the data collection activities and discussed significant events. Also, they discussed their data collection procedures to make sure that they were being consistent in conducting the teacher interviews and observations. At the first site (CCDC), it was decided to revise the observation protocol based upon the evaluative remarks of the CCDC trainers who accompanied the evaluators and the evaluators' assessments of those items that posed difficulties in clarity of information and need for additional information.

Evaluation Instruments

- o Teacher Trainee Questionnaire
- o Classroom Observation Protocol
- o Trainer Questionnaire
- o Supplemental Ethnographic Data Data Analysis

First, data were organized by indicators of quality for early childhood education delivery and analysed. Themes were derived and summarized. Frequencies of responses were tallied. Content analyses of room arrangements were conducted. Second, differences between the two groups of teacher trainees were determined by computing the percentages of positive outcomes for each group along the dimensions previously described.

Findings

Organization of the Findings

As a means of learning about the 32 teachers involved in the preliminary impact evaluation, demographic information and other related data are reported. Following the presentation of this information, the contrastive findings are reported. For this preliminary analysis, only descriptive statistics were used to show differences between the two groups of teacher trainees.

Demographics about the Teacher Trainees

Most of the teachers observed and interviewed were female (97%), and only one was a male. Sixty-two percent of the teacher trainees were evenly divided between 26 to 35 years and 36 to 45 years. Only four teacher trainees were 24 years or younger while 8 teacher trainees were 46 years and older. Overall, the teacher trainees were young. There was a wide spread of levels of education completed. Only one of the teacher trainees completed an educational level beyond secondary school. Standard 8 was the highest education level for 34 percent of the teacher trainees, Standard 9 had 22 percent, and Standard 10 had 19 percent. Only eight (21%) teacher trainees completed Standard 7 or a lesser standard. The majority of the teacher trainees had not completed their secondary schooling. The range of years of teaching experience was from zero for four teachers to 22 years for one teacher. However, the median number of years of teaching experience was two years. Therefore, the teacher trainees had very low numbers of years of teaching experience.

Contrastive Findings

1. With data from 32 preschool sites, there are preliminary findings that teachers with advanced training more often provided praise to all children in their classrooms, quietly disciplined a misbehaving child, and complimented their children compared to teachers with basic training. However, this finding is inconclusive because the observed occurrences were quite small in number.

2. A substitute composite indicator was developed to assess whether advanced trained teachers had better knowledge and wiser use of resources than basic trained teachers. Advanced trained teachers did have a larger percentage in this respect, although both groups of teachers had large percentages (89% and 75%) for this indicator.

3. It was in the areas of learning centre characteristics and room arrangements that differences between advanced trained teachers and basic trained teachers were most apparent. Over 90 percent of the observed classroom characteristics that should be present in a preschool classroom had larger percentages for the advanced trained teachers compared to the percentages for basic trained teachers.

4. During ring periods in the classrooms, school readiness activities were most evident. Teachers were observed leading activities in the following categories: health-focused, language development, numbers readiness, science readiness and English-language acquisition. Seventy-four percent of these activities were observed in classrooms of teachers with advanced training versus 26 percent of these activities observed in classrooms of teachers with basic training.

5. There are tentative indications from the data that newly developed policies should support school readiness activities in preschools because these skills should assist in transitioning successfully Black South African preschool children into primary school.

6. Inservice trainers were unanimous in their communications that follow up visits to teacher trainees in their classrooms was the necessary catalyst that transformed learning at the inservice site to practice in the classroom. Trainers indicated that their support was needed to give advice and to help solve classroom problems.

8. Money is needed for ongoing training and follow up support. This is critical because the number of children enrolled in preschools is increasing, and more and better trained teachers are needed. The problem is exacerbated by having many children enrolled whose parents have few funds to pay preschool fees on a regular basis.

9. Education-related characteristics of a classroom were found more often in advanced trained teachers' classrooms while both groups of teachers knew how to arrange a classroom after attending inservice training. The level of training did make a difference in most of the classrooms observed.

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Introduction

One result of apartheid was that non-governmental organizations (NGOs) assumed the responsibility for training teachers of Black preschool children in South Africa in the absence of such services being offered by governmental agencies. Educare centres in homeland areas, townships, and other rural areas where Black Africans were located or resettled were developed to meet the needs of Black preschool children. However, the educare providers in many instances had no formal training to make sure that all of the early childhood needs of children were being met. The NGOs devised teacher training programmes that addressed the developmental needs of young children --- physical, emotional, social and intellectual. That is, the training provided a clearer understanding and a working knowledge of these needs. However, the majority of the educare sites had physical conditions that were not conducive to quality educare practices. Most of the educare teachers had not completed their secondary education and had no formal knowledge about early childhood education. Instead, these teachers were motivated to become educare teachers because of their love of young children and their awareness that these children needed assistance to lead healthy and safe lives and to be ready for formal primary schooling.

Background

Educare as it evolved in South Africa came from three sources: the nursery school, the day care centre, and Head Start (Whisson, 1992). Nursery school accommodated middle class children to free their mothers for social activities. Day care allowed working mothers care for their children while they worked. Head Start was to compensate deprived children who lacked educational stimuli at home, in order that the children would not reproduce "the culture of poverty". In these settings, learning through play and child centered learning were the undergirdings of pre-school programmes. Thus, for the impoverished child, pre-schooling was the first step out of the ghetto.

Most Educare Centre teachers did not have a vision of what a pre-school should be like and were influenced and informed by their own experiences in a formal school. These teachers, most likely, attended schools with a rigid format in which children were rarely encouraged to ask questions and were expected to be silent most of the time. Therefore, teacher training was the intervention needed to change this rigid view of educational practice to a child centered approach.

Currently, trainees are not admitted to educare teacher training courses unless they are already employed in an educare centre. Generally, the trainee is the owner or sole teacher and there is an urgency to learn to handle a pre-school. Thus, there is the expectation that the educare training programme will help the trainee handle the everyday problems encountered in a pre-school.

Trainees with Basic/Foundation Training

Trainees learn to develop a daily programme. This programme usually repeats the pattern each day rather than a week-long timetable. They learn that the spatial arrangement of the room is expected to include the book corner, creative art centre, the make-believe or fantasy area, an area for blocks and for educational toys. Given the poverty of most of the communities and high cost of equipment, it is necessary for the teachers to be able to make their indoor toys, games, make-believe furniture, and furnishings from waste materials. Trainees are taught how to set up durable outdoor equipment at minimum cost. Teacher-directed activities fill most of the first-year training --- morning activities of music and story rings, snack, and weekly themes. Trainees learn to break the mode of the teacher states and children recite what they have learned from her to children speaking for themselves and developing and communicating their own ideas.

Trainees with Advanced Training

Trainees have completed at least two years of training. The trainees had training experiences in story and music rings, organising snacks so that they are not messy and unhygienic, and not humiliating for children who do not bring a snack. Teachers had opportunities to expand their general knowledge so that their theme tables are interesting to children and the contents are changed regularly, and

also to answer questions that the children might have about the tables in general, but the themes in particular. They learned about health, nutrition and safety as well as management skills involving interpersonal relations, self-evaluation and team work. Trainees learn about school readiness activities that will enable children to flourish in a kindergarten class.

Problem and Information Needs

USAID in its efforts to assist the development and improvement of early childhood education for Black South African children funded NGO projects that provided inservice training to educare centre teacher trainees. The impact of these projects on the delivery of services to the children in the educare learning centres was unknown. To initiate the conduct of an impact evaluation, persons designated by the NGOs as project evaluators completed a U S study tour in September 1994. The study tour was to enable them to design and implement impact evaluations of the educare learning centres whose teachers were trained by them. The initial evaluation designs were developed with preliminary questions listed. The next phase of the effort was to refine the questions, develop data collection instruments and a plan for analysing the data.

Since this proved to be a slower-moving process than anticipated, it was decided that during February 1995 on-site mentorship and hands-on assistance would be provided to the evaluators by U S-based consultants and Durban-based IEQ staff to each of the seven NGO grantees to be in the impact study. It was anticipated that this change in operation would more rapidly increase the evaluators' capacity to conduct their own evaluation activities about the effectiveness of teacher inservice training for pre-school education and provide USAID with information about the impact of the inservice training and for planning future programs.

Purpose of the Evaluation

The evaluation assessed the impact of the NGO-operated educare teacher training programmes for teacher trainees in educare learning centres along the following dimensions:

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Evaluation Questions

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The indicators of quality for early childhood education delivery and their operationalised behaviours and descriptions follow.

Indicators of Quality for Early Childhood Education Delivery

1. A good teacher demonstrates a loving attitude toward children.
 - o Behavior: Shows enthusiasm, hugs, smiles, laughs, has a lot of conversation, has a good vocabulary, has a calm approach, and is physically able to sit on floor, run and bend.
 - o Behaviour: Is a positive role model, shows respect for adults and children, praises and rewards good and appropriate behaviour of children, facilitates and resolves conflict, uses positive discipline, organizes and manages group activities.
2. Pre-school children's participation in educare learning activities and routine readies them for kindergarten in the primary school.
 - o Behaviour: Easily follows a routine; learns through play; cleans up toys, learning materials and food; listens attentively and follows directions; knows appropriate toileting; washes hands after going to toilet and before eating; uses good table manners when eating; interacts positively with teacher and with other children during activities; develops ideas and communicates them to the teacher and other children; resolves conflicts without fighting.

3. There is an appropriate room arrangement with four indoor areas adequately furnished and supplied and they are accessible to children.

Description: Make-believe or fantasy area with articles to pretend to be in a home, hospital, school; Blocks area for building houses, bridges, roads, and cars; Creative area with paper, paints, crayolas, scissors, etc.; Quiet area with books, puzzles, games of matching, counting, threading, etc.

Description: Evidence of waste materials used for children's work and for constructed furniture and toys, if needed; waste materials stored neatly.

4. Learning centre characteristics are present and appropriate.

o School Building Description: Adequate size to accommodate the children; good maintenance; proper lighting; proper ventilation; floor covering; windows; roof.

o Toilet Facilities Description: Available and clean; child-sized.

o Kitchen Description: Stove, if meals are prepared; broom, mop, and bucket/sink.

o Play Room Description: Clean floor, clean carpets, child-sized tables and chairs, equipment and supplies in four areas of the room; learning materials and toys displayed and accessible to children; children's work displayed; charts and schedules on view.

o Outdoor Yard Description: Clean yard, free of litter; free of rocks and other dangerous items; yard is fenced; has outdoor equipment of tyres, balls, water. swings, sand, outdoor toys, etc.

5. There is a comprehensive daily programme of children's activities that meet their needs to develop physically, socially, emotionally and intellectually through implemented routine and scheduling.

- o Physical Behaviour: Participates in outdoor play and indoor movements to develop large and small muscles.
- o Social Behaviour: Interacts positively with teacher by talking and responding to teacher; interacts positively with other children by sharing, helping each other, playing together, communicating, and resolving conflicts without fighting.
- o Emotional Behaviour: Well-behaved, happy (does not cry or isolate self from other children), and free to move and explore during activities.
- o Intellectual Behaviour: Learns new vocabulary in African language and English language; learns how to count; learns how to express thoughts, ideas, opinions, problems, and fears; learns to tell stories and ask/answer questions about the stories; learns about self and the surrounding environment; learns to sing and chant; readies for primary school.

6. There is a healthy and safe environment for children.

- o Description of Safe: Centre with equipment in good repair; playground free of litter; children safe from fire heaters, hot water taps, etc.
- o Description of Healthy: Children checked daily for infections, colds or flu, and are sent home if ill; food provided that is well-cooked and served in clean conditions; utensils are clean; toilets and basins are clean; water to wash hands; floors and bedding are washed regularly.
- o Description: Meals are served. Food is nutritious for breakfast, lunch and snacks .

7. Teacher in charge has knowledge of centre management and wise use of resources.

- o Behaviour: Has access to community support; enlists assistance from parents and from other men and women in the community and from organisations internal and external to the community.

- o Behavior: Collects and records fees paid by parents to support the centre programme; teachers and other workers receive salaries; solicits and receives waste materials; converts waste materials into furniture, toys and outdoor equipment.

8. Teacher trainee has adequate supervision and follow up to inservice training.

- o Behaviour: Receives feedback from trainer during visits to observe; implements information learned in inservice training at centre and from trainer feedback.

Sample

Seven NGO educare training projects are involved in the total evaluation. However for Phase 1 or the preliminary evaluation, data were collected from three NGO educare training projects. These three NGOs were designated as Group 1:

CCDC	East London Catchment Area
Khululeka	Queenstown Catchment Area
TREE	Durban Catchment Area

For this preliminary evaluation, the evaluators visited 32 centres. They interviewed and observed 32 teachers who were trained or would be trained by the three NGO projects.*

The sample is a purposive in that the NGOs were not randomly selected. The selection was based partially upon the length of time the NGO projects were funded by USAID and the level of implementation of their inservice training activities.

The sample was divided into two sub-samples: 18 centres with 56 percent of the teachers with advanced training; and 14 centres with 44 percent of the teachers with basic or less training (see Table A in Appendix A).

Having advanced training is defined as completing a series of 3 courses, or completing TEC 1, or completing an Advanced Course. Having basic (foundation) training is defined as completing or being enrolled in beginning educare courses.

*Note. The final evaluation will merge data from Group 2 NGO projects that will be evaluated by visiting approximately 40 centres and interviewing and observing 40 teachers: Grassroots, Cape Town Catchment Area; ELRU, Cape Town Catchment Area; Small Beginnings, Pretoria Catchment Area; Ntataise, Orange Free State Catchment Area.

Data Collection

Phase 1 of the data collection involved the CCDDC, Khululeka and TREE NGO projects. Data were collected during February 1995 from 32 centres. Visits to the 32 centres were made principally by two teams composed of a US consultant and NGO trainers or IEQ staff (Durban) and NGO trainers. The visit to each centre lasted for approximately 60 to 90 minutes. During that time, at each centre, the activities involving teacher and children in the classroom and yard were observed and recorded and the teacher was interviewed. In the case of the US consultant, assistance was given by the trainers in translating English to the African language of the teacher when an interview item in English was not clear. Also, the trainers offered information about the dialogue exchanged between the teacher and children when the communication was in the African language. The trainers were administered a questionnaire about their activities with the teacher trainees, and about their perceptions of impact of the training in the teachers' classrooms.

The US evaluation consultant had preschool experience as a Headstart teacher and kindergarten teacher in the United States. Each day after visiting the sites, the US consultant and the South African researchers reviewed the data collection activities and discussed significant events. Also, they discussed their data

collection procedures to make sure that they were being consistent in conducting the teacher interviews and observations. At the first site (CCDC), it was decided to revise the observation protocol based upon the evaluative remarks of the CCDC trainers who accompanied the evaluators and the evaluators' assessments of those items that posed difficulties in clarity of information and need for additional information.

Evaluation Instruments

- o Teacher Trainee Questionnaire -- Demographic data; centre management and resources data.

- o Classroom Observation Protocol -- Centre's resources; how the centre is run; food service information; teacher-child interaction; children's behaviours/engagement (evidence of school readiness activities); classroom environment and room arrangement; external environment; and teacher's appearance.

- o Trainer Questionnaire -- Background information; ratings of training effectiveness; perceptions and ratings of trainer's impact on trainee's performance in the classroom; ratings of the effectiveness of various course topics as the information is implemented in the classrooms; and obstacles that trainees must overcome to receive training.

- o Supplemental Ethnographic Data -- photographs of the centres' buildings, classrooms, yards, teachers and children.

Data Analysis

First, data were organized by indicators of quality for early childhood education delivery and analysed. Themes were derived and summarized. Frequencies of responses were tallied. Content analyses of room arrangements were conducted. Second, differences between the two groups of teacher trainees were determined by computing the percentages of positive outcomes for each group along the dimensions previously described.

Findings

Organization of the Findings

As a means of learning about the 32 teachers involved in the preliminary impact evaluation, demographic information and other related data are reported. Following the presentation of this information, the contrastive findings are reported by each evaluation question and its related indicators of quality for early childhood education delivery. For this preliminary analysis, only descriptive statistics were used to show differences between the two groups of teacher trainees.

Demographics about the Teacher Trainees

Most of the teachers observed and interviewed were female (97%), and only one was a male. Sixty-two percent of the teacher trainees were evenly divided between 26 to 35 years and 36 to 45 years. Only four teacher trainees were 24 years or younger while 8 teacher trainees were 46 years and older. Overall, the teacher trainees were young. There was a wide spread of levels of education completed. Only one of the teacher trainees completed an educational level beyond secondary school. Standard 8 was the highest education level for 34 percent of the teacher trainees, Standard 9 had 22 percent, and Standard 10 had 19 percent. Only eight (21%) teacher trainees completed Standard 7 or a lesser standard. The majority of the teacher trainees had not completed their secondary schooling. The range of years of teaching experience was from zero for four teachers to 22 years for one teacher. However, the median number of years of teaching experience was two years. Therefore, the teacher trainees had very low numbers of years of teaching experience.

1. Is there a difference in the behaviors of teachers who received advanced educare training in comparison to teachers who received basic (foundation) or less training?

o Indicator: A good teacher demonstrates a loving attitude toward children.

In the classrooms, it was observed how teachers interacted with their preschool children. Teachers' behaviours were observed in relation to teacher-child interactions (e.g., gender equity), discipline and praise. Contrasts are made by comparing the percentages for each group of teacher trainees.

Table B in Appendix A shows that in relation to teacher-child interactions there was no difference in the percentages (72% vs. 72%) between the two groups of teacher trainees for calling on boys and girls equally in the classroom.. There were only slight differences in the percentages for teachers' providing praise to all children and involving all children in the classroom. It should be noted that the number of teachers in each group that demonstrated these interactive behaviours was very small.

Again, the numbers are small for two of the items observed under the discipline category and are therefore not definitive in their outcomes. However, the observers noted that there more occurrences of teachers with advanced training quietly reminding a misbehaving child of the rules (67% vs. 43%).

In the area of praise, the number of teachers observed giving some form of praise was moderate and the percentage differences were too small to be noteworthy with the exception of teachers complimenting their children. Again, the advanced trained teachers exhibited this behavior with a larger percentage than the basic trained teachers (56% vs. 29%).

o Indicator: There is a comprehensive daily programme of children's activities that meet their needs to develop physically, socially, emotionally and intellectually through implemented routine and scheduling.

According to Table C in Appendix A, there is a larger percentage of teachers with advanced training (94%) who followed a daily schedule than teachers with basic training (64%). This is a difference of 30 percentage points.

o Indicator: Teacher in charge has knowledge of centre management and wise use of resources.

An analysis of teacher trainees responses about what kinds of resources were coming into the preschools from such sources as the government, community and parents showed that there was little difference between the two groups. The fees paid by parents ranged from R2 to R120 per month but there was no dichotomy according to type of trainee. Instead this had a great deal to do with the location of the school and the economy nearby (whether or not the parents were employed).

Teachers were resourceful in both groups in getting food, toys, yard equipment, and money. They were able to enlist the assistance of parents and other community persons to maintain and clean the classrooms and the school yard, paint the buildings, build or donate houses for classrooms, make dolls and aprons, develop gardens, collect waste materials. Across both groups, none received any government support for their preschools.

Across all dimensions of centre inputs, classroom environment, yard environment, appropriate teacher-child interactions, and available resources, a *substitute composite indicator* was developed to assess teacher management. In this case, a difference in percentages for this indicator would be expected between advanced trained teachers and basic trained teachers. A two by two contingency table illustrates the results. For both groups of teachers, centre management was evident, however the advanced trained teachers had a larger percentage for this indicator than the basic trained teachers, but only a difference of 14 percent

Centre Management Indicator	Advanced Teacher	Basic Teacher	
Positive (+)	16 (89%)	6 (75%)	22 (69%)
Negative (-)	2 (11%)	8 (25%)	10 (31%)
	18 (100%)	14 (100%)	32 (100%)

2. Is there a difference in the classrooms and yard environments of advanced trained teachers compared to those teachers with basic or less educare training?

o Indicator: Learning centre characteristics are present and appropriate.

o Indicator: There is an appropriate room arrangement with four indoor areas adequately furnished and supplied and they are accessible to children.

According to Table C in Appendix A, the advanced trained teachers had classrooms that were overwhelming more appropriate in relation to observed classroom characteristics such as room arrangement and furnishings than the classrooms of teachers with only basic training. Ninety-one percent of the observed classroom characteristics had larger percentages for classrooms of teachers with advanced training compared to those percentages for classrooms of teachers with basic training. For only one classroom characteristic did teachers with basic training have a larger percentage of classrooms — a place for a child to lie down.

Percentage differences were computed between the advanced and basic teacher classrooms for each of the characteristics. Very large percentage differences (32% to 65%) that favored the classrooms of

teachers with advanced training were for the following characteristics: child-sized tables and chairs; learning areas; educational materials; and colourful decorations on the walls. Moderate differences (28% to 19%) were for: a daily schedule; a clean classroom; and toys/games for the children. The smallest differences (11% to 15%) were for: books for the children and a clean bathroom. However, the latter item had only nine ticks out of 32 while there were only four ticks for "clean bedding to use" and these were limited to the advanced teacher trainee group

The observers noted the differences in the classrooms between negative and positive environments based upon having or not having appropriate characteristics and room arrangements. They are described in the following examples.

Negative Room Environment

The classroom is very clean. The floor is packed cow dung. Two-thirds of the children have chairs to sit on and one-third sit on rug strips. There are two small windows and a door that provides light in the room. There are designated learning areas but few materials in the areas for children to use except the book corner with 30+ books.

The classroom is in a one-room wooden hut. The classroom is bare with only two rugs on the floor. No furniture, posters, charts, tables or chairs. There is one long bench. Repairs are still being made on the wooden walls outside.

The classroom is a one-room portable metal container. The floor and rug are dirty and need to be swept. There are no windows and the only light comes in from the door. The walls are painted white but smeared with dirt and hand prints. Children's work is posted very high on the walls. The daily program is posted. The only furniture is a large adult-sized table, a cupboard, and stack of sleeping mats. There are no learning areas or toys visible. The children have colds and runny noses. No one wipes their noses or gives them paper to wipe their noses.

Positive Room Environment

The classroom is large and is used by two groups of children. The classroom is divided into learning areas. It is very clear that the learning areas are being used. The water paint was wet/fresh. There were fresh green leaves prepared for the day's lesson. The classroom is clean, bright and attractive.

This is a two-room creche. A small room is used for cooking, washing dishes, food preparation, and to hold supplies. The classroom is large with rugs covering the concrete floor. There is an abundance of learning materials. Learning areas are labeled in Zulu and English. There are child-sized tables and chairs. The art table is with paper and paints in plentiful supply. There are puzzles, games, lots of blocks. The children's work is on the walls as well as informative posters and charts.

The classroom is one of four classrooms at the centre. Each classroom is bright, colourful, and stimulating. The classrooms are packed with children. However, the teachers are organized and the children are engaged in their own activities without disturbing the other classrooms. (See Figures 1, 2, and 3 in Appendix A.)

3. Is there a difference in the behaviors of children who are in classrooms of teachers with advanced educare training compared to the children in classrooms of teachers with basic or less educare training?

o Indicator: Pre-school children's participation in educare learning activities and routine readies them for kindergarten in the primary school.

Information about pre-school children's preparation for kindergarten in the primary school was gleaned from the observations of the children in their classrooms and play yards as they participated in large group, small group and free play activities. The greatest opportunity to determine what activities were school-readiness-related was during the ring activities led by the teachers.

A listing of these occurrences are found in Table D in Appendix A. During the visits to the 18 classrooms of advanced trained teachers and 14 classrooms of basic trained teachers, there were 46 school readiness activities identified. Thirty-four (74%) of these school readiness activities were observed in the classrooms of the advanced trained teachers compared to 12 (26%) in the classrooms of basic trained teachers. One-third of the school readiness activities was focused on language development combined, in many instances, with practice in speaking the English language. In addition to the language development school readiness activities, health-focused, numbers and science readiness activities were observed. For number readiness, six activities were observed in the classrooms of advanced trained teachers versus none in the classrooms of basic trained teachers. The number of group socialization activities, e.g., singing and chanting, were about even between the two groups of teachers.

4. What are the implications for policy, practice, and training to develop, replicate and increase access to effective early childhood education models?

Policy

From these preliminary findings based upon observations at 32 sites, there are tentative indications that early childhood education training does make a difference in teacher-child interactions, inputs, environments, and school readiness education. In particular, school readiness activities found in preschools should play a significant role in the successful transition of Black South African children to attend primary school. Without these opportunities for readiness, many children who come from homes that cannot provide these types of readiness activities should have difficulty transitioning. Policy development should look carefully at the final report to determine if financial resources should be provided at this level of education by the government. At this point, the data point to this direction of policy development.

Practice

Ongoing supervision of the trainees played a major role in the continued practice of information given and learned during their staff development periods. Times observed by a trainer ranged from once a year (9%) to once a week (39%). However, there were nine teachers who reported no visits by trainers. Trainers indicated that their visits were necessary to ensure that the teachers practiced correctly what they had learned during the inservice training sessions.

Trainers were asked to describe what they did when visiting teachers assigned to them. These excerpts illustrate some of their duties.

(I) advise them when they encounter problems particularly in their classroom management. If there is a need to demonstrate some skills -- demonstration is done. Also, (I) discuss in the session with trainers when there is a need.

Suggest some methods of basic fundraising. Assist them by giving advice on how to cope with children's behaviors and how to provide all areas of learning in a small space, i.e., alternative activities and others be displayed.

For those working in a small space, advise them to use the outdoor when weather permits. Again, advise them to do some fund raising for the building. Workshops are also used if there is a number of people having the same problems.

I mostly observe the trainee and note down a few points while observing to later discuss them with the trainee when the children have gone home. And in the next visit, I will re-visit the issues again to assure that the trainee has understood them.

Again, without monetary provision for ongoing training and for the support of new classroom teachers, the quality of the teachers' practices will decline or no training will occur. Since the number of preschool children attending the preschools is increasing without a

firm foundation for support, the current system will soon experience overload. Right now, in the 32 classrooms observed, 72 percent served 50 to 120 preschool children.

Training

The teacher trainees named classroom management (27%), parent and community involvement (22%), and health and safety (22%) as the three most important topics in their training. Materials development and administration both had the same percentages (11%). All of these topics influenced how the classrooms looked and the behaviours within the classrooms. Characteristics that were education - related were found more in classrooms of teachers with more advanced training. There was a striking difference in the amount of school readiness activities observed in the advanced trained teachers' classrooms. Teachers with basic training provided evidence about how to organize a classroom and how to use waste materials for school resources and how to make furniture. The amount of training did make a difference in most of the classrooms observed.

SUMMARY

With data from 32 preschool sites, there are preliminary findings that teachers with advanced training more often provided praise to all children in their classrooms, quietly disciplined a misbehaving child, and complimented their children compared to teachers with basic training. However, this finding is inconclusive because the observed occurrences were quite small in number.

A substitute composite indicator was developed to assess whether advanced trained teachers had better knowledge and wiser use of resources than basic trained teachers. Advanced trained teachers did have a larger percentage in this respect, although both groups of teachers had large percentages (89% and 75%) for this indicator.

It was in the areas of learning centre characteristics and room arrangements that differences between advanced trained teachers and basic trained teachers were most apparent. Over 90 percent of the observed classroom characteristics that should be present in a preschool classroom had larger percentages for the advanced trained teachers compared to the percentages for basic trained teachers.

During ring periods in the classrooms, school readiness activities were most evident. Teachers were observed leading activities in the following categories: health-focused, language development, numbers readiness, science readiness and English-language acquisition. Seventy-four percent of these activities were observed in classrooms of teachers with advanced training versus 26 percent of these activities observed in classrooms of teachers with basic training.

There are tentative indications from the data that newly developed policies should support school readiness activities in preschools because these skills should assist in transitioning successfully Black South African preschool children into primary school.

Inservice trainers were unanimous in their communications that follow up visits to teacher trainees in their classrooms was the necessary catalyst that transformed learning at the inservice site to practice in the classroom. Trainers indicated that their support was needed to give advice and to help solve classroom problems.

Money is needed for ongoing training and follow up support. This is critical because the number of children enrolled in preschools is increasing, and more and better trained teachers are needed. The problem is exacerbated by having many children enrolled whose parents have few funds to pay preschool fees on a regular basis.

Education-related characteristics of a classroom were found more often in advanced trained teachers' classrooms while both groups of teachers knew how to arrange a classroom after attending inservice training. The level of training did make a difference in most of the classrooms observed.

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APPENDIX A

Table A. Evaluation Contrastive Samples, Advanced Trained Teacher vs. Basic Trained Teacher

Group	Total	Inservice Training Provided by:		
		CCDC	Khululeka	TREE
	N	N	N	N
Teachers with Advanced Training	18	4	7	7
Teachers with Basic Training	14	5	6	3
Total	32	9	13	10
Dates Visited		2/2/95 2/6/95	2/7/95 2/9/95	2/10/95 2/14/95

Table B. Observed Teacher-Child Interactive Behaviours, Advanced Trained Teacher vs. Basic Trained Teacher

Teacher Behaviours	Training				Difference % +/-
	Advanced N=18		Basic N=14		
	f	%	f	%	
Teacher-Child Interaction					
1. Calls on boys and girls equally	13	72	10	72	0
2. Provides praise to all children	6	33	5	36	-3
3. Involves all children	6	33	3	21	+12
Discipline					
4. Yells at child*	1	5	1	7	+2(reverse)
5. Quietly reminds misbehaving child of rules	12	67	6	43	+24
6. Separates the misbehaving child from other children	2	11	3	21	-10
Praise					
7. No praise observed*	3	17	3	21	+4(reverse)
8. Compliments child	10	56	4	29	+27
9. Hugs/touches child	5	28	10	30	-2
10. Other ways rewarded	6	33	2	38	-5

*Note. A negative interaction.

Table C. Observed Characteristics of Appropriate Classroom Environments, Advanced Trained Teacher vs. Basic Trained Teacher

Classroom Characteristics	Training				Difference % +/-
	Advanced N=18		Basic N=14		
	f	%*	f	%*	
1. A daily schedule/plan of children's activities	18	100	10	72	+28
2. A clean classroom	15	83	8	57	+26
3. Child-sized tables and chairs	17	94	4	29	+65
4. A place for children to lie down	15	83	9	64	-11
5. Clean bedding for them to use	4	22	0	0	+22
6. A clean bathroom	7	39	2	14	+15
7. Colorful decorations on the walls	16	89	8	57	+32
8. Books for the children	15	83	10	72	+11
9. Toys/games for the children	15	83	9	64	+19
10. Educational materials	16	89	5	36	+53
11. Learning areas	15	83	3	21	+62
12. Follows daily schedule	17	94	9	64	+30

*Note. A percentage less than 100 indicates that all classrooms in the group observed did not have the appropriate characteristic.

Table D. Observed School Readiness Activities in Classrooms,
Advanced Trained Teacher vs. Basic Trained Teacher
N=32

School Readiness Activity	Training	
	Advanced f	Basic f
Health-focused Activities:		
o Children listened about how to brush teeth	1	
o Children talked about parts of body		1
o Children sang song about washing teeth	1	
o Children used water and towel to wash hands after toileting		1
o Children assisted teacher serving porridge and cleaning up	1	
Language Development Activities:		
o Teacher encouraged children to talk while playing	2	
o Teacher read story and asked children questions about story	5	1
o Teacher showed pictures and children had to say what the pictures were	1	

Continued

Table D. Observed School Readiness Activities in Classrooms,
Advanced Trained Teacher vs. Basic Trained Teacher
N=32

School Readiness Activity	Training	
	Advanced f	Basic f
o Called on children to tell a story		1
o Children recited days of week*	2	
o Children answered questions about days of week	1	
o Children told why they chose a particular activity during free play	2	
o Children listened to a story	1	
o Children taught concepts of up, down, round and round, backward and forward*	1	
Number Readiness Activities:		
o Children played number game*	1	
o Children counted*	3	
o Children counted objects*	1	
o Children practiced counting to take turns on the swings	1	

Continued

Table D. Observed School Readiness Activities in Classrooms,
Advanced Trained Teacher vs. Basic Trained Teacher
N=32

School Readiness Activity	Training	
	Advanced f	Basic f
Science Readiness Activities		
o Talked about weather Answered teachers questions	2	1
o Science lesson: What floats/sinks		1
o Science lesson: I smell _____ with my nose*	1	
Group Socialization Activities:		
o Children chanted in Xhosa and English: parts of body, names of fingers, geometric shapes (triangle, circle, rectangle), sound of things (e.g., boat, dog, etc.)	1	3
o Children sang a prayer to bless food*	2	1
o Children sang and chanted intermittantly	3	2
o Children marched in line	1	
Total	34	12

*Note. Used English when speaking, chanting and singing.

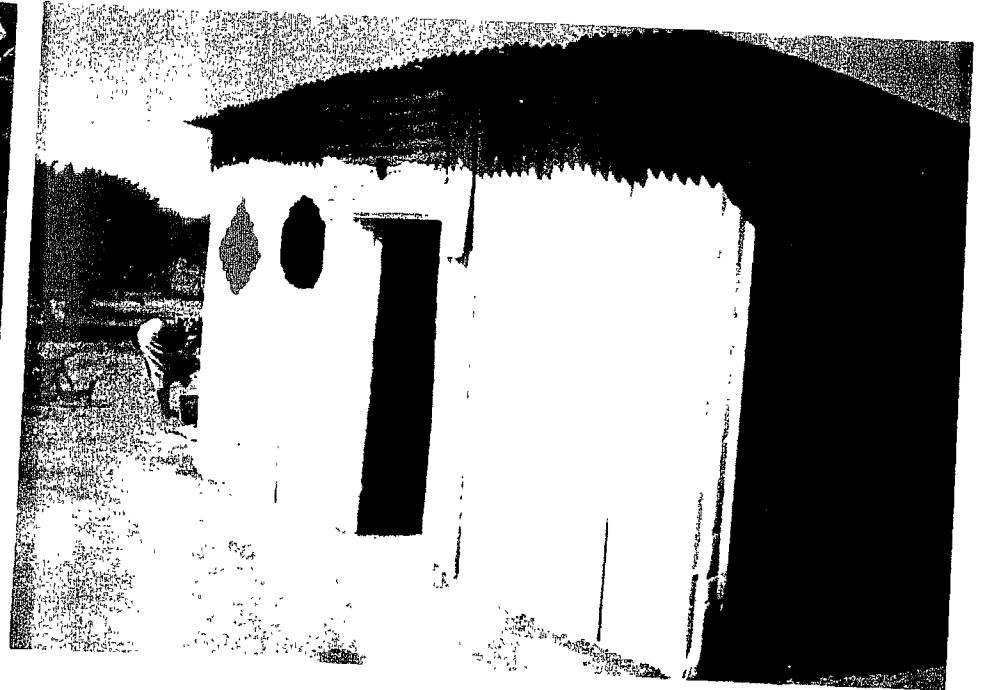
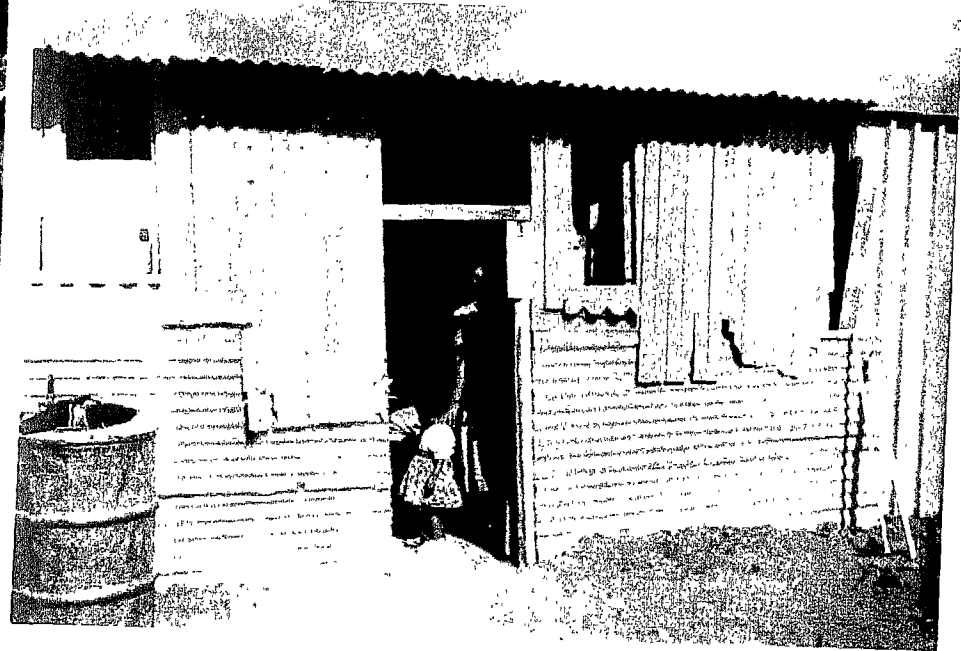


Figure 1. Examples of sites that house educare classrooms.

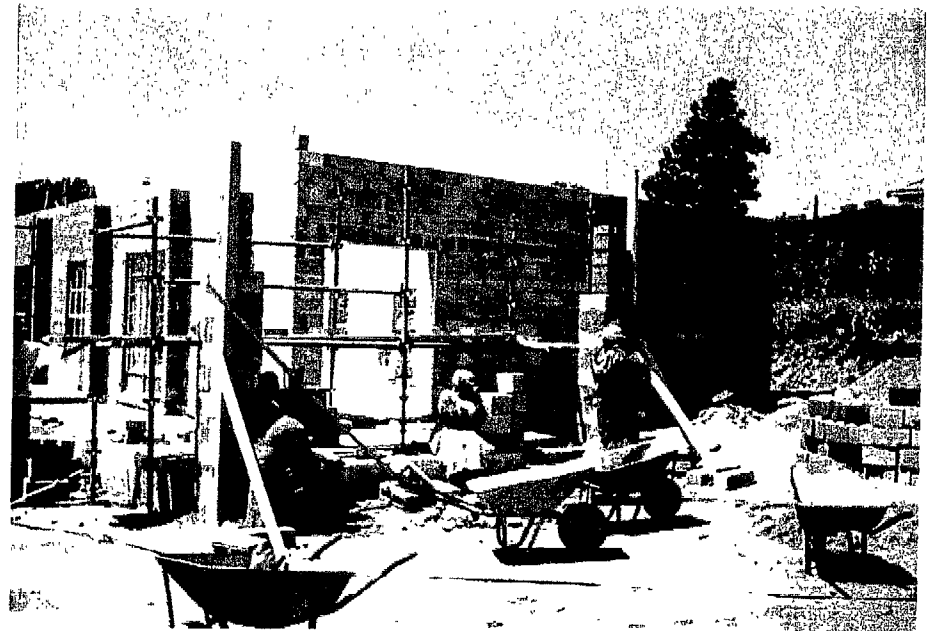
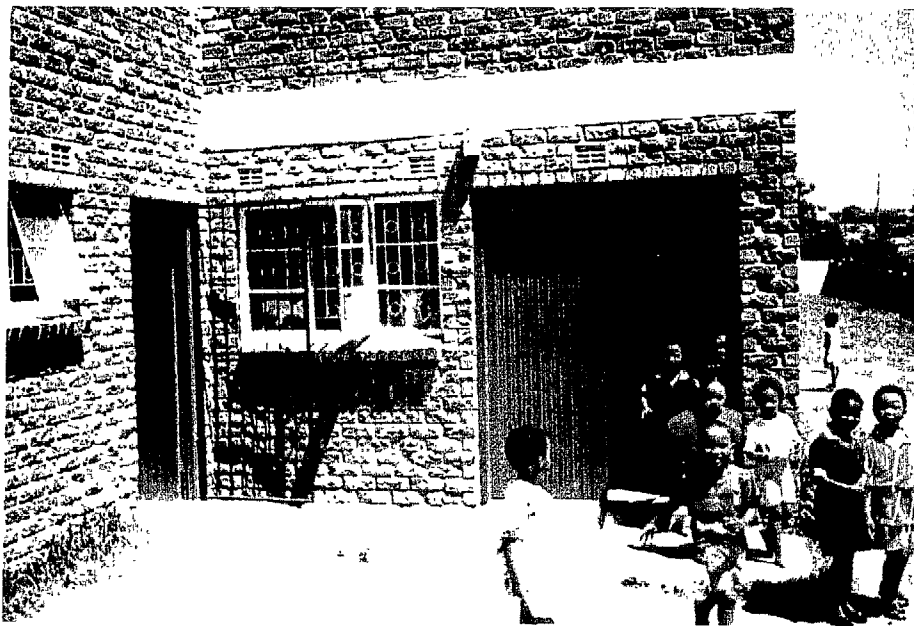


Figure 1. Examples of sites that house educare classrooms.

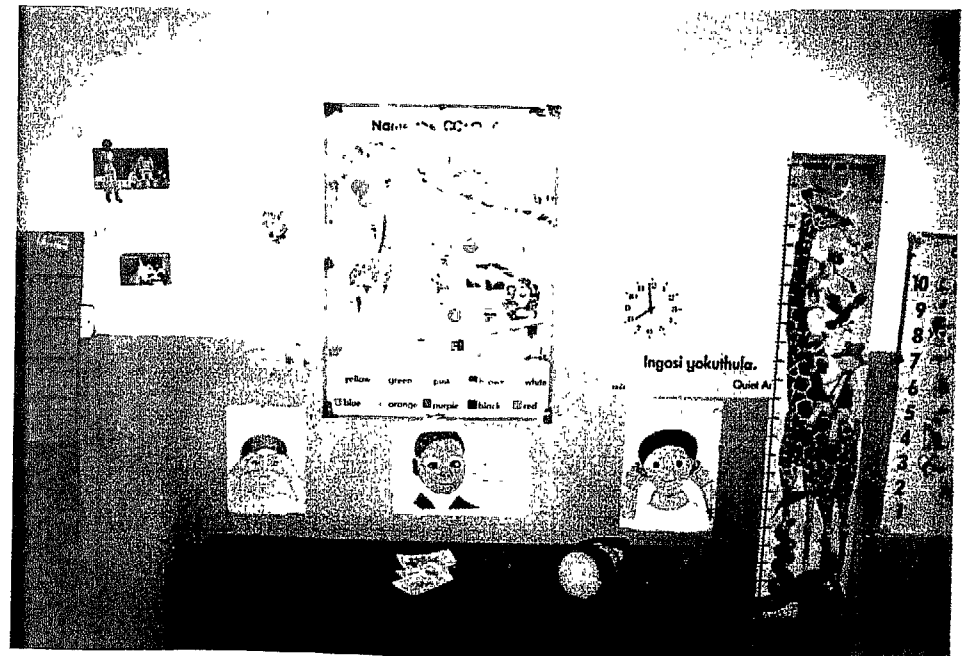
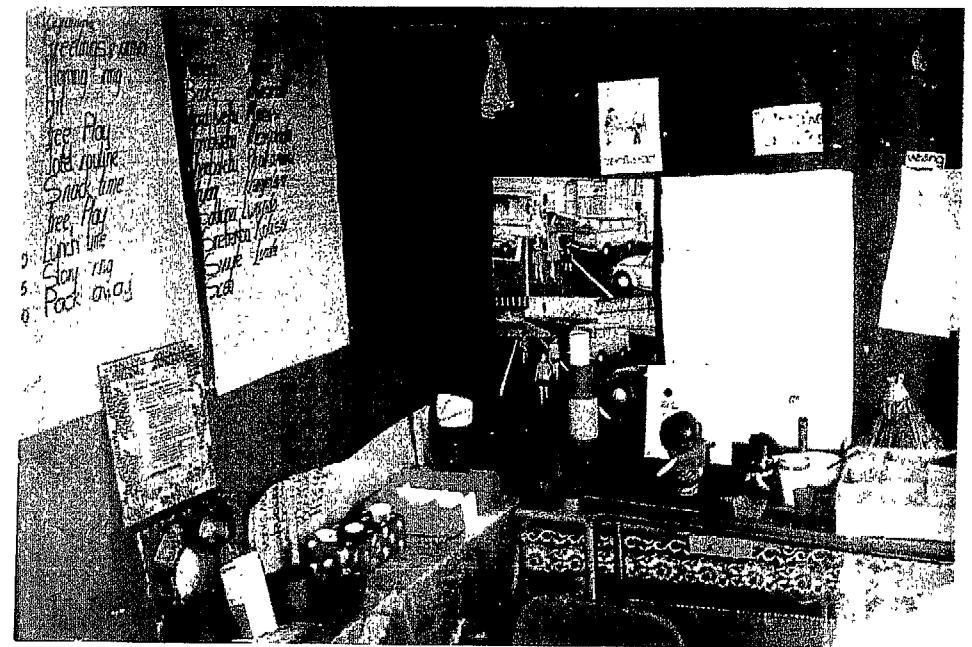
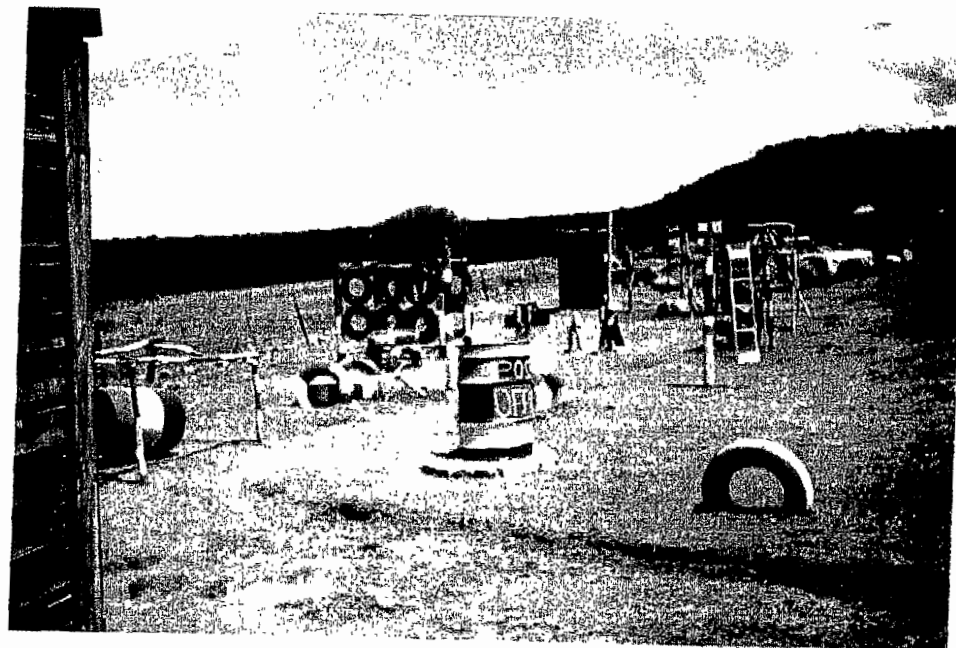


Figure 2. Examples of classrooms with appropriate room arrangements.



33
Figure 3. Examples of negative and positive yard environments.

APPENDIX B

1
2

General Descriptions of the Thirty-Two Preschools
by Indicators of Quality for Early Childhood Education
Delivery

o Indicator: A good teacher demonstrates a loving attitude toward children.

Teacher - Children Interactions. During the observations, 72 percent of the teacher trainees called on boys and girls equally while 34 percent praised all the children, and 28 percent involved all of the children in the activities. In no instances were teacher trainees observed calling on girls more, calling on boys more, praising girls more, or praising boys more.

Teacher's Praise. Praise by the teacher trainees was most often by compliments for good work (44%) followed by hugs and touching (30%). Sometimes, the teachers asked the children to clap for a child who had done a good job (38%). During the observations, six (19%) teacher trainees did not praise their children during the activities. Only one teacher gave a child an award as a form of praise.

Teacher's Discipline. In the area of discipline, most of the children in the centres were very well behaved and therefore did not require disciplinary actions by the teacher trainees. However, when it was necessary, 56 percent of the teacher trainees used positive discipline practices by quietly reminding a misbehaving child of the rules, while 16 percent separated a misbehaving child from other children. There were no observations of the teacher hitting a child, or punishing a child. Only 2 (6%) teacher trainees disciplined by yelling.

o Indicator: There is an appropriate room arrangement with four indoor areas adequately furnished and supplied and they are accessible to children.

Educare Centres. There were marked differences in the sites where the educare centres were housed ranging from thatch-roofed rondavals (one room round-shaped houses) and iron-roofed one room huts, both with no electricity, no indoor water, no indoor cooking and toileting facilities to multi-classroom buildings with indoor flushing toilets or outdoor toilet rooms, kitchens with stoves

and sinks with running water, and lots of windows for lighting or electricity. Other centres were housed in a metal container, a gutted bus, in a private home, and a church social hall.

The size of the room and the number of children in the centres limited and varied the possibilities for implementing the suggested room arrangements with learning areas designated for children's activities. Small one room huts or rondevales with large numbers of children, generally did not have space for learning centres. Even in what would be considered more spacious classrooms, sometimes the extremely large numbers of students in attendance limited the children's access to the learning areas. The number of children observed in the classrooms ranged from 8 on a cold and rainy day in the countryside to 250. Girls outnumbered the boys at the centres: boys' numbers ranged from 5 to 90; and girls' numbers ranged from 2 to 160.

Basically, in the small classrooms, there was a covering on the floor and children's work displayed on the walls, a daily schedule, and commercially produced charts and pictures. However, in more spacious surroundings, there were child-sized tables and chairs, rugs on the floor, shelving for storage, tables for the learning centers with toys, educational games, blocks, books, fantasy/make-believe and so forth on display and accessible to the children. Some of the furniture and toys were made by the teachers from waste materials.

o Indicator: Learning centre inputs are present and appropriate.

o Indicator: Teacher in charge has knowledge of centre management and wise use of resources.

o Indicator: There is a healthy and safe environment for children.

According to Table D, none of the 32 classrooms had all of the characteristics needed for an educare classroom. Toileting facilities were quite limited with only nine ticked as having clean toilets. The fact was there were no toilets and the children went to the bushes to relieve themselves. Half (56%) of the classrooms had learning centres which were essential for a child-centered early childhood education environment and programme.

Table D. The Number and Percent of Positive Characteristics in Educare Classrooms.

N=32

Item	Number	Percent
1. A clean classroom	23	72
2. Child-sized tables and chairs	21	66
3. A place for children to lie down	24	75
4. A clean bathroom (toilet)	9	28
5. Colorful decorations on the walls	24	75
6. Books for children (Range 5 - 40)	25	78
7. Toys/games for the children	24	75
8. Educational materials	21	66
9. Learning areas	18	56
10. A safe place to play outdoors	30	94
11. A place to cook food.	21	66
Serves breakfast	17	63
Serves lunch	20	63
Serves snack	11	34

Yard Environment. Most of the play yards in the countryside were large open spaces. Rocks were cleared away, however, there was generally no cultivated grass but just scrubby growth and dirt. In the more urban settings, there was generally some grass. Most of the yards were fenced to keep the children in and strangers out. Many of the centres used tyres for play equipment to a good advantage. Large tyres were filled with sand. Many of the tyres were painted bright colours which made the yard environment inviting. In other yards, the tyres were not painted and the appearance of the yard was dusty and dull. In some yards, the children had water to play with and to practice washing their hands after toileting and before meals.

Some yards had many toys built from waste materials and some were purchased. Tyres were used as swings and manufactured swings were evident in the more urban areas.

Healthy environment. Children at all centres had access to food for breakfast or lunch or snacks or combinations of these meals. In Table D, 66 percent of the centres had a place to prepare food for the children. Over 60 percent of the centres served breakfast and lunch while 34 percent served snacks. Children at nineteen percent of the centres brought their own food. It was observed that when some children did not bring a snack the children shared without the children having to ask for food. In other instances, the centre had food for these children. In many of the centres, parents' fees paid for the food. Also, there were donations from organizations (e.g., Red Cross, Operation Hunger) and businesses that supplemented the food brought by the children and/or bought for the children.

The food served at breakfast was usually porridge. Lunch consisted of meali or beans and rice or mincemeat or bread and meat or mush. Snacks were generally bread with butter and/or peanut butter, sandwiches, and juice/milk, and sometimes fruit.

o Indicator: Pre-school children's participation in educare learning activities and routine readies them for kindergarten in the primary school.

o Indicator: There is a comprehensive daily programme of children's activities that meet their needs to develop physically, socially, emotionally and intellectually through implemented routine and scheduling.

Thirteen of the centres had children ranging in age from 2 to 5/6 years old and 12 of the centres had children ranging in age from 3 to 5/6 years old. Only four of the centres had infants. These centres had ages that ranged from infants to 5/6 years old.

In the centres, 26 or 81 percent of the teachers appeared to follow the daily schedule. Two daily programmes demonstrate the routines that children followed in these centres. (See Figure 4.)

 Daily Programme #1

7:00	Arrival, welcome, health inspection free play, work
8:30	Breakfast (Toilet Routine)
9:00	Early Morning Ring: Prayer, birthday, news, weather, theme discussion, planning (for free choice)
9:15	Free Choice Activities (work time)
10:15	Tidy Up - Toilet Routine
10:30	Snack time
10:45	Second Ring: Songs, chants, movements
11:00	Outdoor Play
11:30	School Readiness (read story)
12:00	Third Ring
12:20	Toilet Routine
12:30	Lunch
1:00	Toilet Routine, Rest

Daily Programme #2

7:30 - 8:30	Greeting and Arrival
8:30 - 8:45	Morning Ring
8:45 - 9:30	Art
9:30 - 10:15	Free Play
10:30 - 10:45	Toilet Routine
10:45 - 11:15	Free Play
11:45 - 12:00	Lunch Time
12:00 - 12:15	Story Ring
12:15 - 1:00	Pack Away

 Figure 4. Daily Programmes from Two Educare Centres.

According to observation notes, many of the teacher trainees engaged the children in activities that could be described as providing children with school readiness skills in the areas of physical, emotional, social and intellectual.

Physical. The children played outdoor organized games with their teachers as well as played cooperatively with other children in small groups. Much of the play lent to the development of large muscles and small muscles. The children particularly liked to play on the swings. The boys liked riding the tricycles and pushing the wagons. Many of the children played in the water, washing articles.

Emotional. Only a very small number of children were observed crying, fighting and isolating themselves from other children. Most of the time, the children appeared to be happy --- lots of laughter and excitement about what they were doing during free play. The children responded in kind to their teachers' warm, loving and inclusive behavior.

Social. The children were well-behaved and attentive during the rings. It was during the rings that there was singing, chanting, story telling activities. In the Fantasy/Make-Believe area, the children practiced school, hospital, and being part of a family --- having a tea party. In many instances, when it was time to tidy up, most of the children joined together to put the room or yard in order while singing a song about tidying up. Very few children had to be reminded to tidy up.

Intellectual. The children were given experiences in verbalizing about their feelings, attitudes and knowledge. The teachers asked questions and most children responded by answering the questions, sharing an experience, etc. Some of the teachers engaged the children in a discussion about their decision-making about their free choice selections.

There was a smooth transition from speaking an African language to speaking English --- counting numbers and objects, reciting parts of the body, days of the week, location of objects and singing songs were part of the routine.

o Indicator: Teacher trainee has adequate supervision and follow up to inservice training.

Educare training courses usually occurred over an entire year and only two teachers had not yet attended an educare training course. Nine (28%) teachers attended three courses and four (12%) attended four. The course completion information differed from the course attendance information. Eight (25%) teachers completed three courses and two (6%) completed four courses. Six (19%) teachers did not complete a course. Most of the teachers (81%) completed the courses that they began. Forty-seven (15%) of the teacher trainees had their last training course in 1994, three each (9%) in 1992 and 1993 while 6 (2%) completed their courses in 1990.

The teacher trainees indicated that the important topics were: classroom management, 27 percent; parent/community involvement, 22 percent; health/safety, 22 percent; . Topics that received lower nominations were administration/management, 11 percent, how to handle children, 9 percent; child development, 9 percent; and materials development, 6 percent. The trainers had a variety of times to visit with the teacher trainees. Monthly, quarterly, and weekly visits were equally popular

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