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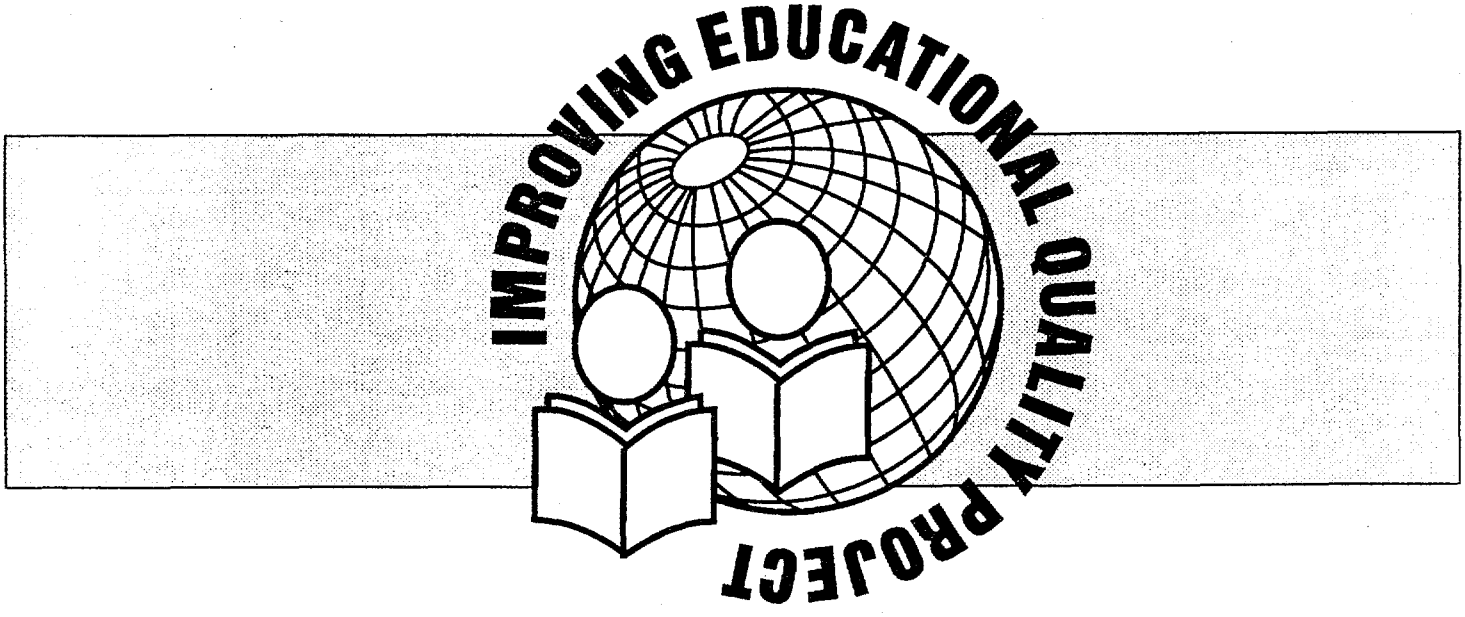

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Improving Educational Quality Project

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LIST OF ACRONYMS USED

CCDC	Community and Child Development Centre
ELRU	Early Learning Resources Unit
IDT	Independent Development Trust
IEQ	Improving Educational Quality (Project)
NGO	Non-governmental Organisations
TREE	The Association of Training and Resources in Early Education
USAID	United States Agency for International Development

EXECUTIVE SUMMARY

INTRODUCTION

Historically, the education, care and development of young black children in South Africa has been ignored by the apartheid government. In the new South Africa, most black communities continue to mobilise their own resources to provide educare facilities for their children. In this way, educare centres have been established in urban and peri-urban centres, in remote rural areas, and in the proliferating informal settlements. Almost without exception, these centres struggle for survival in contexts of severe economic hardship. Resources are typically limited and the physical environments are generally not conducive to quality educare practices. Perhaps of greatest concern is that the teachers at these centres generally have very little training as educare teachers and may also have very little formal education. Most of these teachers have as their only recourse the traditional instructional methodologies employed by teachers during their own schooling. These methodologies have tended to be very rigid and rarely encouraged and facilitated child-centred approaches.

In this context, a number of non-government organisations (NGOs) were created, largely with financial support from donor organisations, to support the development of educare for black children. Many of these NGOs operating in the educare field focus on the training of teachers of black pre-school children. The primary aim of these training programmes is to encourage the development of a child-centred approach to learning and teaching in educare centres.

In recognition of the importance of educare and in an effort to improve the quality of educare for black children in South Africa, the USAID has funded a number of NGOs involved in the training of educare teachers. This study seeks to assess the effects of these training programmes on the abilities of trainees to improve the quality of educare at their centres.

The assessment was undertaken by the IEQ staff working in collaboration with the participating NGOs and with the assistance of US-based consultants.

AIM AND PURPOSE OF THE STUDY

The aim of the study was to investigate the status of educare centres and to assess the relationship of educare training with variables associated with high quality. The study also attempts to provide useful information to training and resource educare organisations about the effectiveness of different aspects of their training and attempts to inform USAID on whether its funding is making an impact in the field of early childhood education in South Africa.

OBJECTIVES OF THE STUDY

The main objectives of the study were:
To assess the relationship between levels of training and teachers' abilities to,

1. make educare centres healthy and safe for children;
2. arrange and manage classrooms appropriately;

3. provide classroom interactions appropriate for the development of children; and involve parents and communities in the management of the centres.

Consequent to the insights developed during the fieldwork and, particularly, to the patterns which emerged from initial data analysis, the following objectives emerged as important and were added to the study:

4. to assess the relationship between the overall performance of teachers, with respect to specific indicators of quality, and the following variables: teacher salaries; years of experience as an educare teacher; and formal education background.
5. to assess the perceptions of trainers about the impact of training on the quality of centres.

METHODOLOGY

Collaborative Approach

Evaluations have traditionally been conducted by "external" people, on the assumption that this is the only way to guarantee objectivity. As a result, organisations have not developed the monitoring, evaluation and research skills within their organisations. The IEQ project, which is funded by USAID, was established primarily to empower organisations to enhance their capacities for ongoing monitoring and evaluation. In the pursuance of this goal, the IEQ seeks to develop collaborative relationships with grantees. The touchstone of the collaborative approach, adopted in this study, revolves around building grantee capacity for ongoing monitoring and evaluation activities. NGO representatives participated in all stages of the process, facilitating a design and helping to identify the information needed to satisfy their own needs in improving the effectiveness of their programmes. The data collection instruments were developed collaboratively and will remain with grantees for future use. Staff from grantee organisations and IEQ staff conducted site visits together, sharing their strengths and learning from each other. A workshop of IEQ staff and representatives of grantee organisations was convened prior to the finalisation of the report to develop strategies for utilisation of the data to inform policy and to improve practice in their own organisations.

Data Collection

Data were collected by a team of IEQ researchers, IEQ consultants and staff from educare organisations between February 1995 and March 1995. The data collection teams spent on average one hour, and forty five minutes at each of the educare centres visited. Teachers and children were observed unobtrusively as they carried on with their daily activities. Teachers were interviewed at the end of each observation. Questionnaires were also administered to trainers of educare teachers in the offices of the training organisations at the close of data collection.

The timing of data collection could be expected to influence observations as it took place early in the year while some teachers were still attempting to properly organise their centres, and some children were still new at school.

Data Analysis

The information from the observations and the interviews were coded and entered onto a spreadsheet. Open ended responses were read and coded into categories for analysis purposes. The data were analysed primarily using descriptive statistics including means, frequency counts and percentages. Along with an overall summary of the data, the teacher interviews and classroom observations were compared in terms of untrained teachers, teachers who had completed basic training and teachers who had completed advanced training. Where appropriate, analysis of variance was used to determine if differences by teachers in terms of the amount of training they had were significant. Analysis of variance was also used to determine if variables other than training were a major contribution to teacher performance. Multiple regression analysis was used to assess the relative importance of different variables.

The results of the statistical analysis have been omitted from this summary and are reported in the full report.

The Sample

The seven participating organisations, listed in the table below, selected a sample of teachers according to geographic location (farm, rural and urban) and training level (no training, basic training, and advanced training).

Sample

Organisation	*Number of Untrained Teachers*	*Number of Teachers with Basic Training*	*Number of Teachers with Advanced Training*	*Total*
TREE	5	4	7	16
CCDC	1	2	6	9
Khululeka	5	0	7	12
Ntataise	1	8	1	10
Small Beginnings	1	9	3	13
ELRU	0	2	9	11
Grassroots	0	4	5	9
TOTALS	13 (16%)	29(36%)	38 (48%)	80

Out of 80 teachers who participated in the study, the majority (97%) were female. Of these 62% were between the ages of 25 and 45, while there were only 14% who were 25 and younger and 24% who were 45 and older. Thirty four percent (34%) had passed Std 8, while 22% had passed Std 9 and 8% had passed Std 10. Only 4% had an education below Std 4. The number of years of teaching experience ranged from 0 to 22 years.

MAJOR FINDINGS AND CONCLUSIONS.

It would appear that, overall, the training programmes of educare organisations involved in this study are making an important difference to the ability of their trainees to provide quality educare. A review of the literature revealed a number of key indicators of educare quality which are consistent with the core expectations of the training programmes assessed. Since the assessment of key dimensions of educare provision in centres observed reveal a strong relationship to training of teachers, it can be concluded that the training provided by participating educare organisations contributes to the provision of quality educare.

The following is a list of the more specific findings and conclusions:

1. **Overall, there is a significant association between training and whether or not teachers were able to provide a healthy and safe environment for children.** The percentage of teachers who were able to provide healthy and safe environments is reassuringly high for trained teachers. The higher frequency of child-sized tables and chairs in the centres of trained teachers (37% for untrained teacahers compared to 75% and 83% for teachers with basic training and advanced training, respectively) attested in a very visible way to the impact of training organisations. All the participating organisations provide training on the production of low-cost appropriate furniture for children. It is clear from this study that this aspect of training is extremely successful.

   The mealtimes catered for and the nature of meals served revealed no clear relationship to whether or not the teacher had received any training. It is very probable that socio-economic factors are exerting an overriding influence on nutrition; mediating the possible influence of training.

2. **There is a significant association between training and teachers' ability to create an appropriate learning environment for children.** The dimensions observed in this category are crucial for facilitating the intellectual and cognitive development of young children at educare centres. Many more trained than untrained teachers were aware of what materials and activities were developmentally appropriate for children at the centre. It is in this category that the findings show the greatest differentiation between teachers with basic training compared to teachers with advanced training. In particular, many more teachers with advanced training, compared to teachers with basic training, were found to be using "developmentally appropriate materials" (75% of teachers with basic training and 94% of teachers with advanced training); "equipment (which) provides a wide range of experiences" (70% of teachers with basic training and 100% of teachers with advanced training); and to be facilitating "freedom and exploration by children" (55% for teachers with basic training compared to 79% for teachers with advanced training). It appears that teacher abilities in these dimensions are more difficult to acquire and that basic training is perhaps not sufficient for teacher effectiveness..

   Training and related support by training organisations appear to be making a very important contribution to the range of educational materials present and teachers' abilities to create a stimulating environment for children. Trained teachers were found to have created learning environments that were enhanced through decorations, improvised materials, the use of children's own work, and the involvement of children in many different activities. These teachers managed to transform situations characterized by limited access to financial resources, into very colourful, vibrant, stimulating and rich learning contexts. It is likely that teacher involvement in materials

development helps to bring down the unit costs of production and increases the survival rate of material resources.

3. **There is a significant association between training and teachers' abilities to facilitate appropriate interactions among children.** Children in the centres of most trained teachers were seen to be playing happily together, sharing toys, talking and helping each other. These environments were conducive to developing the social skills of children at a very early age; thus facilitating the transition to early primary education.

   While a larger percentage of trained teachers were able to display certain specific characteristics related to appropriate teacher/child interactions, observers found, in general, a high frequency of appropriate interactions for untrained teachers. This suggests that people who are recruited as teachers in educare centres enter with attributes which promote their effectiveness and/or that they acquire these attributes while in the job through processes other than training.

4. **Training is significantly associated with teachers' abilities to involve parents and communities in the educare centres.** The community was generally involved in more ways in the centres of trained teachers compared to those of untrained teachers. The women of the community were generally involved in more ways in the educare centre compared to men. The most dominant mode of community contributions to centres is through the paying of fees, although some centres enjoyed significant non-financial inputs as well.

   It is very instructive that the number of teachers whose centres have access to government, private and other resources is associated with whether or not the teacher received training as well as with the extent of training. It is probable that contact with training NGOs provide teachers with skills and entry to networks which facilitate their success in accessing resources.

5. Except for those teachers with 0 - 2 years experience, the experience of teachers did not appear to make a difference to their overall performance in respect of the dimensions of educare quality observed.

6. There was no significant association between teachers' formal education background and overall performance.

7. The salary category of teachers also appeared to make no difference, except for teachers earning between 0 - R200 per month, whose overall performance was significantly lower than that of teachers in the other salary categories.

8. Untrained teachers were more likely to be earning the lowest salaries and to have the least amount of experience as educare teachers. This raises an important question for the study: what is the relative weight of these different variables in explaining the overall performance of teachers? The results of the multiple regression analysis[1] carried out using performance as the dependent variable and experience; salary

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[1] A useful way of assessing the relative weight of different independent variables in explaining the variability (change) of a particular dependent variable is to do a multiple regression analysis. Stated differently, the regression analysis allows one to assess the relative weight of the independent variables in explaining the difference in the dependent variable.

category and level of training as independent variables, suggests that level of training carries the highest relative weight in explaining differences in overall performance by teachers in the sample.

9. Teachers earning very low salaries (0 - R200 per month) were also found to have the lowest number of years of experience; suggesting that there is a high turnover of this group of teachers. The retention rate appears to be highest for teachers earning more than R700 per month. It appears that salaries do play a role in influencing people's decisions to continue as educare teachers.

10. The finding that there was no significant difference between teachers of different formal education backgrounds with respect to overall performance has important implications for policy on the recruitment of teachers for educare. This study makes an important *prima facie* case for further investigation of the importance of formal education background in enhancing the effectiveness of educare teachers. For the teachers in the sample of this study it would appear that training is a more effective means of improving overall performance compared to formal education background. This raises as important the need for the policy debate to address the merits of considering non-formal training of educare teachers as opposed to a sole emphasis on formal education background in the recruitment of educare teachers.

11. It is perhaps accurate to posit the view that training as well as a range of other variables (such as years of experience; formal education background; and, particularly, the level to which the centre is resourced(socio-economic status) promote the provision of quality educare. Of these variables, it is likely that socio-economic status is an important intervening variable which, in the case of certain dimensions of educare provision (for example, as was suggested in the case of nutrition), serves as an overriding variable. Where depressed socio-economic status results in poor resource provision for the educare centre, training can have very little influence on dimensions such as nutrition.

    Notwithstanding the possible influence of other variables on indicators of quality, this does not detract from the importance of training as demonstrated by the findings. These other variables operate in concert with training, probably having their positive influence optimized by training, to impact on the provision of quality educare.

IMPLICATIONS AND RECOMMENDATIONS

1. The findings show that the training programmes of the educare agencies involved in this study are making an important contribution to the effectiveness of their trainees in enhancing and sustaining quality educare. Although this study did not compare the relative advantages of different forms of training, it does suggest that nonformal training of the type offered by the participating NGOs is positively associated with indicators of quality - which are identified as important in the literature.

2. The study raises the importance of giving due consideration to training as an essential component of an overall strategy for the development of quality educare provision in South Africa. The educare training NGOs have accumulated valuable experience and capacity to make an important contribution in this regard.

3. The study raises important policy questions about the relative weight that should be afforded to training, formal educational background, experience and salaries, in relation to issues such as teacher recruitment and retention within the context of enhancing and sustaining educare quality in South Africa. This study does not provide any categorical answers to these questions (it was not intended to do so), but it does make a case for their careful consideration and rigorous investigation in the process of policy formulation. The relatively high association of training with overall performance of teachers, suggests that it may be a cost-effective route to enhancing educare quality in the context of financial constraints.

4. In general, it appears that the core expectations of training programmes identified by the training agencies are being realised at the level of practice. It is perhaps advisable for training agencies to give attention, in the formulation of programmes, to those variables where training appear not to have made a significant difference..

5. This study highlights the need for training agencies to develop clearly defined objectives for the different levels of training offered. The assessment of the effectiveness of training, particularly with respect to advanced levels of training, is very difficult unless these objectives are operationalised into clearly articulated, specific and, if possible, mutually exclusive core expectations.

INTRODUCTION

This report documents the findings of a collaborative study that was conducted by the Improving Educational Quality (IEQ) Project together with specific educare non-governmental organisations (NGOs) which provide training to educare workers. The overall focus of the study was to conduct an assessment of the relationship between the training provided by these NGOs and specific variables associated with high quality

The report starts off with a brief outline of the background of the study, which is followed by outlines of: the aim and purpose of the study; objectives; methodology employed; the training programmes of participating organisations; and a list of key indicators of quality which form the basis of the assessment. The main findings of the study are presented next, within the framework established by the preceding sections. Finally, the discussion and conclusions and implications of the study are presented. For the enthusiastic reader, a range of appendices appear at the end of the report. These appendices contain information which are intended to illuminate and clarify issues raised in the main body of the report.

BACKGROUND

The first wave of international research studies (Berrueta-Clement, 1984; Fuerst & Fuerst, 1993; Gotts, 1989; Schweinhart, 1993 Schweinhart, 1994; Howes, 1984) as well as South African studies (Padayachie et al, 1994; Short & Biersteker, 1994; Kvalsvig, 1994) established the need for institutionalising the education, care and development of infants and young children. There are various reasons for this: it is argued that quality educare impacts on both primary and high school achievement (Short, and Biersteker, 1984). So, even though educare provision has major financial implications, investments in educare improve efficiency by reducing drop-out and repetition rates and thus reduce the overall schooling costs. Educare provides a rallying point for community education and development; and it relieves women of child-care thus enabling them to engage in economic activity (Kvalsvig, 1994).

A study conducted in 1994 for the Independent Development Trust (IDT), one of the major funders in the educare field, argued in favour of educare provision in South Africa. The study cites a number of risk factors for children living in poverty which can be addressed through educare:

- inadequate primary health care and a dangerous environment;
- undernutrition and hunger;
- low literacy levels;
- inadequate preparation for formal school; and
- emotional disturbances from social environment.

In the past two years, several research studies, including policy studies, have been undertaken in respect of the education and development of young children in South Africa [eg. Kvalsvig (1994); Jinabhai & Khumalo (1994); Padayachie et al (1994); IDT (1994)]. All of these studies highlight, with emphasis on different issues, the social, economic, and political conditions of children under the age of six years. Hence, they unanimously call for:

- the government, private sector and communities to invest in educare;
- the education ministry to make educare one of its primary responsibilities;
- the promotion of health through educare; and
- the co-ordination between educare, health and welfare. A number of these studies hail the contributions made by the non-governmental organisations in the provision and development of the educare field.

The main contribution of NGOs in the educare field has been in the area of training of educare workers. The provision of training has mainly been targeted at educare workers working in disadvantaged communities. Over the years, training organisations have developed individual curricula and materials for training, and as such, there exists no uniform or standard training programme for educare workers. Up until early 1995, out of 72 training organisations in South Africa, only 16 belonged to a co-ordinating training institute called the South African Training

Institute for Early Childhood Educare (SATIECE). For the rest of the training organisations, especially those providing for black educare workers, there was no co-ordination of training activities. The formation of the South African Congress for Early Childhood Development has paved the way for deliberations on the formalisation of the training curriculum and the accreditation system for educare teacher training.

While the above mentioned studies make a great contribution in the educare field, they concern themselves only with macro issues. Very few studies are centre-based: that is, they do not look at the quality of teaching and learning processes in the learning centres. So, while the non-governmental organisations are known to have made great strides in the provision of educare, little is known about the impact made of their training programmes on teachers' ability to improve the quality of early childhood development.

Recently, there has been a second wave of research which asserts that educare centres vary, and that not all educare centres produce positive effects. Phillips et al (1987) argue that "studies that treat child care as a homogenous phenomenon are ... outdated and misleading". The new trend is to examine what happens inside the centre. The findings suggest that it is the quality of teacher-child relationships and interactions, and the extent to which the environment stimulates the physical, social and cognitive development that make the difference. Some studies (Jewett, 1992; Schweinhart, 1994) have argued that centres which have shown positive effects are only those which provide quality programmes. Liddell and Kemp (1995) have concluded that "the level of child investment has to be high before effects become significant".

The skills that the educare workers bring to the educare centres is regarded, as in any other profession, as an important variable determining educare quality. Similarly, there is interest in the extent to which other variables such as experience and years of formal education influence quality (Phillips and Howes, 1987). Layzer (1993) quotes a study conducted in the United States which found that staff training in early childhood education or childcare was a more important predictor of the quality of adult interactions with children than years of formal education alone. However, in the same study Layzer points out contraditory findings made in a

study conducted more recently, where formal education of the teacher was a stronger indicator of some positive aspects of teacher behaviour (Layzer, et al, 1993).

A third variable that has been vaguely associated with unsatisfactory quality of the educare centres is the poor socio-economic circumstances in the community (Jinabhai and Khumalo, 1994). While this third factor was mentioned in a study undertaken in South Africa, there generally seems to be very little centre-based research conducted in South Africa which help clarify some of these issues.

There are important gaps in the existing knowledge base which have immediate implications for policy decisions in the education and care of young children. The present South African government has identified early childhood development as one of the most important programmes it wants to launch (White Paper on Education and Training, 1995). Already, from the beginning of 1995, the government allocated funds to primary education for the introduction of a reception year. While these are indications of greater government involvement in educare, a number of important questions need to be posed to inform the process: What is the quality of the educare training provided, is it making an impact in the classrooms? Do successive training programmes make a difference in the quality of educare centres? What is the importance of training relative to other variables which potentially influence the quality of educare? This study aims to contribute to finding answers to some of these questions.

AIM AND PURPOSE OF THE STUDY

The aim of the study was to investigate the status of educare centres and assess the relationship of educare training with variables associated with high quality. The study also provides useful information to training and resource educare organisations about the effectiveness of different levels of their training.

In addition, the study attempts to inform USAID, one of the donor agencies who has, over the years, made major investments in the field of early childhood education, and supported the idea of training of educare workers.

OBJECTIVES OF THE STUDY

The main objectives of the study were to:

1. assess the relationship between levels of training and teachers' abilities to make educare centres healthy and safe for children;
2. assess the relationship between levels of training and teachers' abilities to arrange and manage classrooms appropriately;
3. assess the relationship between levels of training and teachers' abilities to provide classroom interactions appropriate for the development of children; and
4. assess the relationship between levels of training and teachers' abilities to involve parents and communities in the management of the centres.
5. assess the relationship between the overall performance of teachers, with respect to specific indicators of quality, and the following variables: teacher salaries; years of experience as an educare teacher; and formal education background.
6. assess the perceptions of trainers about the impact of training on the quality of centres.

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Collaboration

The increasing competition for limited donor funding has put pressure on NGOs to prove the worthiness and success of their programmes. However, evaluations have traditionally been conducted by "external" people, for the sake of introducing "objectivity". As a result, organisations have not been able to use the evaluation process to develop their monitoring, evaluation and research skills. The IEQ project, an agency of USAID, was established primarily to empower organisations to develop these necessary skills. In the pursuance of this goal, the IEQ seeks to develop collaborative relationships with grantees in all aspects of the evaluation process.

In fulfilment of the requirements of their grant agreement with USAID, each of the participating NGOs were required to produce an evaluation of their respective programmes. The IEQ has been contracted to USAID to conduct impact assessments of programmes funded by them. For this study, the seven participating educare organisations worked in collaboration with the IEQ to undertake impact assessments of their individual training programmes. Each organisation appointed a staff member to collaborate with the IEQ in undertaking the study. The collaborative approach adopted in the study was in line with the goals of the IEQ to increase grantees' capacity to undertake research, monitoring and evaluation of their programmes.

In June 1994, eighteen participants from grantees attended a week-long workshop on program evaluation, entitled "Progran Evaluation: Let's Do It!". The evaluation was conducted by a U.S.-based evaluation expert, Dr Patricia Campbell, and it helped a great deal in demystifying evaluation.

In September 1994 the educare staff of six organisations went on a U.S. educare study tour with two IEQ researchers. U.S. consultants Floraline Stevens, Regino Chavez, Patricia Campbell, Norm Gold, Kathy Hayes, Jeanne Moulton and the IEQ director Jane Schubert, provided

assistance to the study group in the development and design of the impact assessment studies of the organisations' training programmes.

From the beginning of 1995 when the funding requirements for USAID changed, the IEQ decided that an impact study of a cluster of the participating educare organisations would best explain the impact of training by USAID-funded organisations. In February and March the staff of IEQ and educare organisations went out to the educare centres to collect data for the study. Once the draft report had been prepared, a workshop was convened to present the preliminary findings to the participating organisations for feedback and comment. This process proved to be very useful in identifying additional questions, that were considered important by grantees for further analysis. In addition, the workshop was used to generate a strategy for the dissemination and utilisation of the findings.

Approach

In order to assess whether teacher training had any effect on teacher performance at the educare centres, the study compares the performance of untrained teachers, teachers with basic training and teachers with advanced training, in respect of all the objectives of the study.

Definitions

For purposes of this study, the following definitions were used:

- An **untrained teacher** is one who has not attended or participated in any of the educare training offered by non-governmental organisations.
- A **teacher with basic training** is one who has had no more than one year of educare training by a training organisation.
- A **teacher with advanced training** is one who has undergone more than one year of educare training by a training organisation.

Sample

As shown in the table 1 below, the total number of teachers observed was eighty (80); of whom 16% were untrained teachers, and 67 (84%) had received training from organisations. Twenty nine (36%) teachers had completed basic training, and thirty eight (48%) had completed advanced training.

TABLE 1

Sample

Organisation	*Number of Untrained Teachers*	*Number of Teachers with Basic Training*	*Number of Teachers with Advanced Training*	*Total*
TREE	5	4	7	16
CCDC	1	2	6	9
Khululeka	5	0	7	12
Ntataise	1	8	1	10
Small Beginnings	1	9	3	13
ELRU	0	2	9	11
Grassroots	0	4	5	9
TOTALS	13 (16%)	29(36%)	38 (48%)	80

Please note: Some of the untrained teachers were on organisations' waiting lists for training, and others had just begun training.

Instruments Used for Data Collection

Observation checklists were designed and used to develop inventories of resources that were present or absent at the educare centres. The instrument required the observer to check the presence of essential elements of educare centres such as the daily schedule, educational materials, child-sized furniture, bedding and basic facilities such as toilet and a place to cook (See Appendix A). The observer indicated the presence of an item with a tick. In addition, observation protocols were used to observe and describe activities of the children and teachers,

child-child and teacher-child interactions. Some teacher-child interactions, teacher discipline and teacher praise were listed, next to which an observer was required to tick if a particular behaviour was observed. For those incidents that were observed but not listed, observers made notes of them on the side. The anecdotal data generated through such observations were therefore based on subjective impressions of the observer at the time. This data was not subjected to statistical analysis and was used, instead, to enrich and illuminate other data generated through standard observations.

During observations, the observers were required to provide drawings of the classroom arrangement and give detailed descriptions of the classroom environment, the external environment of the classroom and teacher's demeanour.

Teacher interview schedules were used to solicit information about the teacher's background, training, support received, and implementation of training. The interviewers asked questions related to centre management, such as the salaries of teachers, and parents and community involvement in the administration and management of centres. These interviews were conducted after the classroom observations, which allowed the observer to probe particular aspects of the classroom which were not clear from the observations.

Questionnaires were administered to trainers. The trainers' questionnaire solicited information about the trainers' impressions of training and its impact on teacher behaviours at the educare sites and the levels of successes and difficulties experienced by the teachers (see Appendix B).

Data Collection

Data were collected in two phases by a team of IEQ researchers, IEQ consultants and staff from educare organisations between February 1995 and March 1995. Data were collected from educare centres of Khululeka, TREE, and CCDC for phase I and from Grassroots, ELRU, Ntataise and Small Beginnings for phase II. The seven organisations selected a sample of teachers according to geographic location (farm, rural and urban) and training levels (i.e. no training, basic and advanced training, where available). The data collection teams spent on

average one hour, and forty five minutes at each of the educare centres visited. Teachers and children were observed unobtrusively as they carried on with their daily activities. Teachers were interviewed at the end of each observation. Questionnaires were also administered to trainers of educare teachers in the offices of the training organisations at the close of data collection.

The timing of data collection could be expected to influence observations as it took place early in the year while some teachers were still attempting to properly organise their centres, and some children were still new at school.

Data Analysis

The information from the observations and the interviews were coded and entered onto a spreadsheet. Open ended responses were read and coded into categories for analysis purposes. The data were analysed primarily using descriptive statistics including means, frequency counts and percentages. Along with an overall summary of the data, the teacher interviews and classroom observations were compared in terms of untrained teachers, teachers who had completed basic training and teachers who had completed advanced training. Where appropriate, analysis of variance was used to determine if differences by teachers in terms of the amount of training they had were significant. Analysis of variance was also used to determine if variables other than training were a major contribution to teacher performance. Multiple regression analysis was used to assess the relative importance of different variables in explaining teacher performance.

Most of the educare NGOs participating in this study have over the years developed curricula and materials for the training of educare teachers. As a result of a lack of coordination of NGO educare training, some organisations have developed their own curricula, and have structured their training differently. Consequently, the content of training for each level varies amongst organisations in respect of topics covered.

The training programme of organisations is generally designed to empower educare teachers with knowledge and skills that would enable them to run their educare centres effectively and efficiently. Topics covered in the training programme are, *inter alia*, Child Development, Health, Parental and Community Participation, Classroom Management and Arrangement, and Materials Development. Generally, the training programme of educare NGOs consists of three components:

1. an intensive introductory course conducted over a few days,
2. monthly or termly workshops, and
3. regular follow-up centre visits by trainers to provide hands-on support.

The training programmes are suited to the needs and contexts of educare workers and they provide a wide range of knowledge and skills on care and development of young children. Training agencies also assist in materials development and material dissemination. Educare teachers are awarded certificates of competence on successful completion of their training. (See Appendix C for a synopsis of educare organisations which participated in the study).

Objectives or Expectations of Training Programmes

A review of the training agencies' course materials (inter alia curricula, handbooks, training manuals) provided the basis for the development of the following generic core expectations for teachers who for purposes of this study have been defined as teachers with basic training and teachers with advanced training.

Core Expectations of Teachers with Basic Training

- understand and follow the daily programme
- organise all daily routines efficiently
- provide children with a safe and hygienic environment
- respond appropriately to emotional, physical, learning and social needs of young children
- provide adequate nutrition
- manage basic educational activities
- provide a stimulating and organised play environment in which the children enjoy a variety of opportunities to learn through their own activity - exploring, manipulating, experimenting - through social interaction with their peers
- maintain basic records
- engage in teamwork
- interact in an anti-bias manner with regard to issues relating to ethnicity, gender, language etc.

Core Expectations of Teachers with Advanced Training

In addition to demonstrating competencies expected of teachers with basic training, teachers with advanced training are further expected to:

- understand the principles of good quality early childhood development
- observe children's behaviour
- plan programme and theme activities in response to children's needs and interests
- facilitate child development in an age-appropriate manner
- support and encourage age-appropriate emotional and social development of children
- arrange and equip an active learning environment
- participate in team teaching
- establish positive relationships with colleagues, parents and the broader community
- participate in administrative and management tasks including record keeping, financial control, fundraising and budgeting.

The core expectations of the training programmes were found to resonate with key indicators of educare quality identified in the literature as a culmination of research and practice over the years. This provided confirmation that the expectations of the training programmes corresponded to accepted practice in respect of educare quality. The core expectations, complemented by the literature, were used as a basis for the formulation of the following indicators of quality which were used for the assessment of the effects of training on key dimensions of educare quality:

Health and Safety in the Centres.

- Teacher provides children with a safe and hygienic environment; and
- Teacher provides adequate nutrition.

Teachers' Capabilities to Arrange and Manage Classrooms Appropriately.

- Teacher understands and follows the daily programme of activities;
- The program encourages children to experience a variety of activities and use of materials;
- There is an appropriate room arrangement with indoor areas adequately furnished and supplied, and the equipment is accessible to children; and
- Teacher provides a stimulating and organised play environment in which the children enjoy a variety of opportunities to learn through their own activity - exploring, manipulating, experimenting- through social interaction with their peers.

Appropriate Classroom Interactions.

- Interacts frequently with children, expresses respect for and affection toward children by smiling, touching, holding and speaking and listening to children;
- Fosters independence in routine activities;
- Provides children of both sexes with equal opportunities to take part in all activities; and
- Abstains from corporal punishment or humiliating or frightening disciplinary techniques.

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Parental and Community Involvement in the Centres.

- Teachers involve parents and communities in the governance and administration of educare centres; and
- Teachers make proper use of community resources.

FINDINGS

Organisation of the Findings

This section begins by reporting the findings with respect to the demographics of:

- the teachers who participated in the study,
- the centres observed, and
- the trainers of educare teachers,

drawn from organisations which participated in the study.

Following this will be a presentation of findings in relation to each objective of the study. Each objective is assessed against a set of indicators of quality, as well as the core expectations of the training programmes. Descriptive statistics as well as experiences of observers were brought to bear on the findings. See Appendix D for the Description of Representative Educare Centres. These are stories that describe the centre environment, and teachers' demeanour and interactions with children, as experienced by the observers at the centres.

Demographic Profile of the Teachers in the Sample

As shown in Table 2 below, out of 80 teachers who participated in the study, the majority (97%) were female. Of these 62% were between the ages of 25 and 45, while there were only 14% who were 25 and younger and 24% who were 45 and older. The majority of teachers, therefore, would be at their early motherhood stage, a stage at which they may be raising their own children. One of the requirements for attending early childhood development training at most organisations is that a teacher should be "literate" or must have had "minimal formal schooling".

As a result, the formal education levels of teachers in the study varied considerably. Thirty four percent (34%) had passed Std 8, while 22% had passed Std 9 and 8% had passed Std 10. Only 4% had an education below Std 4. It is significant that 64% had advanced beyond what is considered basic formal education. The number of years of teaching experience ranged from 0 to 22 years. Four teachers had less than one year of teaching experience, while one teacher had taught for 22 years. The mean was 5.5 years.

TABLE 2

Demographic Profile of Teachers in the Sample

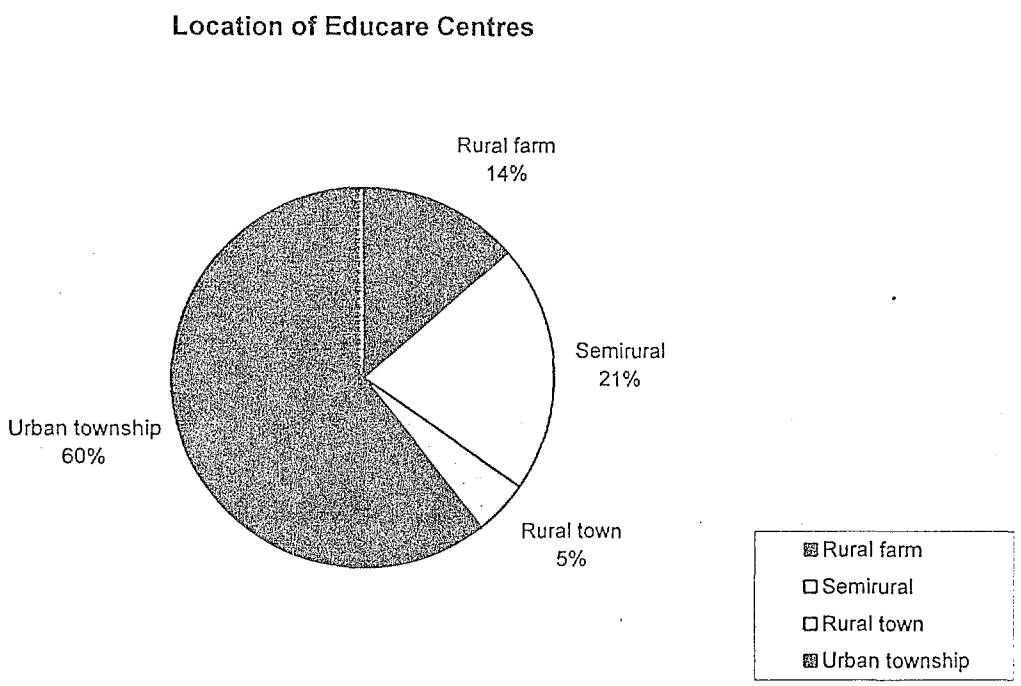
N = 75

Gender	Male	3%
	Female	97%
Age	25 and under	14%
	26 - 35	32%
	36 - 45	30%
	46 and above	24%
Level of Education	Below Std 4	4%
	Passed Std 4	4%
	Passed Std 5	9%
	Passed Std 6	8%
	Passed Std 7	4%
	Passed Std 8	34%
	Passed Std 9	22%
	Passed Std 10	8%
	No response	7%
Number of Years of Teaching Experience		
	Less than a year	10%
	1 - 5 yrs	53%
	6 - 10 yrs	27%
	11 - 15 yrs	6%
	Above 15 yrs	4%
Number of Training Courses Attended		
	No Training	25%
	Basic Training	27%
	Advanced Training	48%

Demographics of the Centres Observed

As shown in Chart 1, 40% of centres observed were in rural areas, semi-rural, rural towns, and rural farms. The rest were in urban areas: in townships and in informal settlements. Only 46% of the centres were accommodated in their own buildings especially designed for educare. The others were conducted in church or community buildings (17.5%), in homes and garages (16%), and in mud rondavels (14%). A small number of centres were conducted in old farm houses (4%) and in tin containers in the townships (2.5%).

CHART 1



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The Demographics of Trainers of Educare Teachers

As shown in Table 3, a total of 58 trainers, drawn from participating organisations, completed questionnaires. Of these three were male trainers, 49 were female, and six did not indicate their gender. The greater proportion (40%) of the trainers had passed matric/Std 10. Twenty nine percent (29%) of the teachers had tertiary education; 9% had a primary teacher's certificate, while 10% had a pre-primary teachers diploma. Some trainers had attended courses on Adult Education, while 3% obtained diplomas in Adult Education. All trainers had undertaken some form of training in early childhood development, some of which was inservice training within the organisations.

TABLE 3

Demographic Profile of Trainers
N = 58

Level of Education	*Number*	*Percentage*
Passed Std 8	10	17
Passed Std 9	3	5
Passed Std 10 (matric)	23	40
Primary Teachers Certificate	5	9
Diploma in Pre-primary	6	10
University degree(s)	4	7
Diploma in Adult Education	2	3
No response	5	9
Male	3	5
Female	49	85
No response	6	10
Number of trainees supervised:	Range	0 to 120
	Mean	38

OBJECTIVE 1

To Assess the Relationship Between Training and Teachers' Capabilities to Provide Healthy and Safe Environments for Children

RELATED CORE EXPECTATION OF TRAINING

Provide children with a safe and hygienic environment

RELATED INDICATOR OF QUALITY

- Teacher provides children with a safe and hygienic environment

Table 4 below presents the findings with respect to specific variables of health and safety of the educare centres observed according to the level of training of teachers. While the findings appear to differentiate consistently between trained and untrained teachers there is little differentiation between teachers with basic training and teachers with advanced training. Three variables, in particular, appear to have been observed with relatively lower frequencies compared to other variables: "have clean bedding"; "have clean toilets"; and "served a snack".

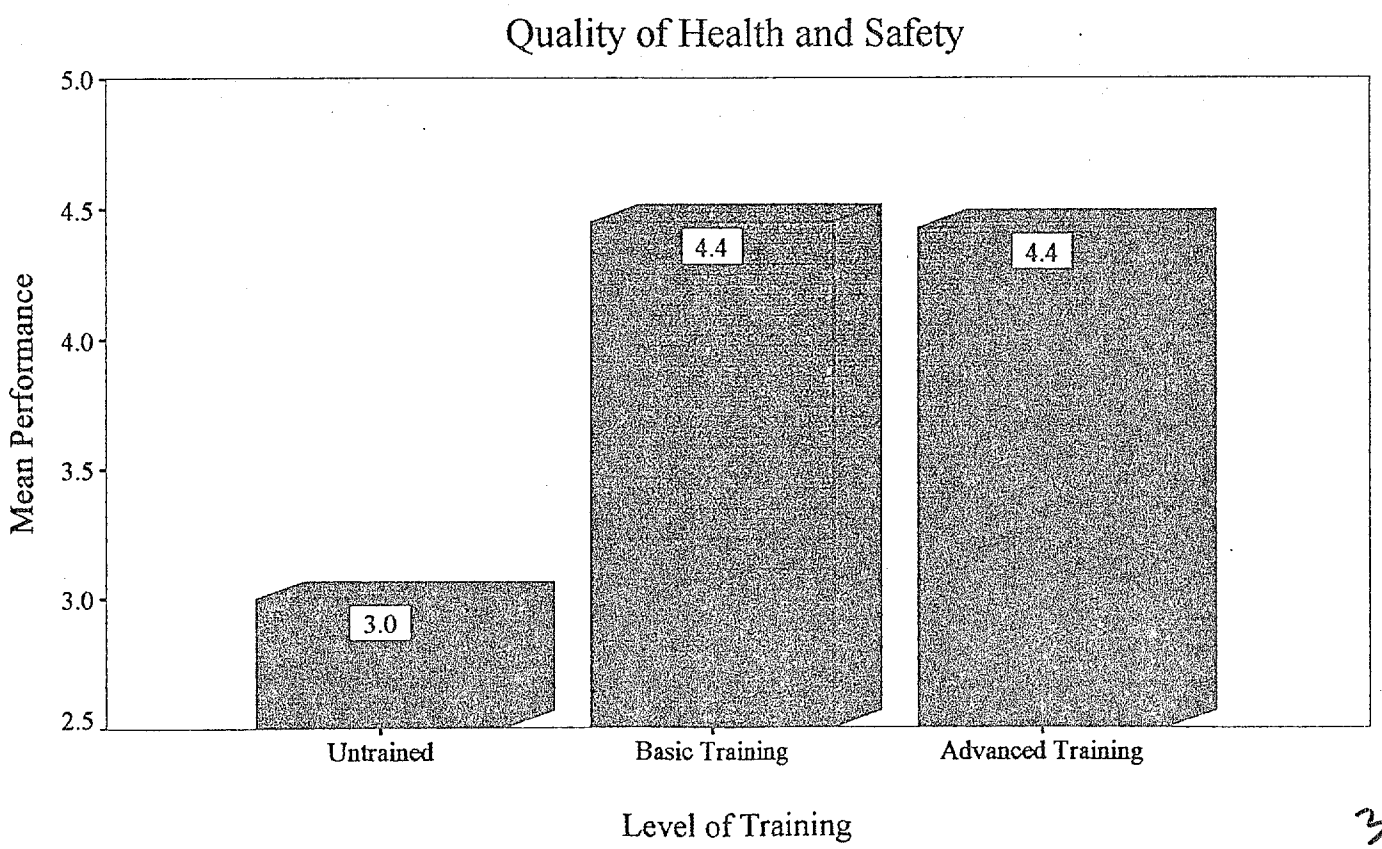
1. The mean number of occurrences of all the variables of quality listed in table 4, were calculated for untrained teachers, teachers with basic training and teachers with advanced training, to develop a composite assessment of health and safety at the educare centre. The results of this composite assessment were plotted according to teachers' levels of training (Chart 2). As Chart 2 shows, an average of 3.0 of the variables associated with health and safety were observed per centre in the case of untrained teachers compared to 4.4 for teachers with basic training and 4.4 for teachers with advanced training. The differences between untrained teachers and teachers with basic training, and between untrained teachers and teachers with advanced training were found to be statistically significant. (The indicated significance was obtained through a post hoc analysis using the Scheffe test. An analysis of variance produced the following results: $F = 6.7384$, $p = .0021$).

TABLE 4

Findings of Specific Variables Related to Health and Safety of Centres According to Teachers' Levels of Training (N = 75)

Characteristics	*Untrained Teachers*	*Teachers with Basic Training*	*Teachers with Advanced Training*
Have clean classrooms	63	85	91
Have child-sized tables and chairs	37	75	83
Have a place for lying down	52	85	80
Have clean bedding	5	40	44
Have safe outdoors	68	85	86
Have clean toilets	31	50	58
Served breakfast	58	75	61
Served a snack	37	55	53

CHART 2



Characteristics of Healthy and Safe Environments Observed

Centres were protected by fences which controlled access to streets and protected children from other dangers, especially the home-based centres located in the townships. In regions plagued by hot weather, for example, in Northern Transvaal, teachers constructed shelters on the playground to protect children from exposure to the direct heat of the sun. The equipment used for outdoor play - such as sandpit, swings, slides, and tyres - were safe and were kept in good repair. In rural areas and on farms, floors were swept clean and covered with cow-dung. Kitchens and kitchen utensils were kept clean. Children were constantly under the supervision of teachers or assistant teachers.

Characteristics of Negative Environments Observed

Some centres were crowded with children and were not kept clean. Children played on a concrete playground. Children were playing outside without the supervision of the teacher.

RELATED INDICATOR OF QUALITY

- Teacher Provides Adequate Nutrition

Depending on the availability of facilities and resources, some centres prepared and offered children meals on site. The majority of centres (65%) had kitchens with basic facilities such as a stove, refrigerator and cupboards for storage. A large number of centres (60% and 65%) served breakfast and lunch, respectively. Of the total population of centres observed, only 45% of the centres served a snack between meals. No statistically significant differences were found between untrained teachers, teachers with basic training and teachers with advanced training in relation to meals served at their centres.

Local businesses, welfare organisations such as the Red Cross, Nutrition, and the IDT donated food parcels consisting of non-perishable foods such as maize meal, rice, powdered milk, powdered soup, beans and sugar. As shown in Table 8 (page 36), trained teachers had access to more resources (including finances and food), compared to untrained teachers.

In those centres which served meals, a daily menu was available and displayed either in the learning room or in the kitchen. It was observed that all trained teachers had menus displayed in their classrooms, while this was not true of all teachers who had had no training. From these menus it was evident that there was an attempt to provide a wide variety of meals. The menus indicate that the children were generally deprived of additional nutritious foods such as eggs, cheese, fresh fish, and boiled or steamed vegetables. Also, most centres served a lot of starch: maize meal porridge in the mornings, stiff pap (made of maize meal) for lunch, and bread as a snack.

During the observations, foods served for breakfast varied from porridge, milk, weetbix, tea and bread; with maize meal, porridge, and milk being the most commonly used. For lunch the meals varied from maize meal, high protein soup, vegetables, milk, bread, meat, beans, and rice; with soup and rice being most commonly served. For a snack, centres served jam or peanut butter sandwiches (35%) or biscuits (7%) with milk or juice. A few centres (11%) served fruit as snack. Again, there was no difference noticed among untrained teachers, teachers with basic training and teachers with advanced training in relation to the foods served.

The observers noticed that the quality of food was not always satisfactory. For instance, in some cases nutrients were lost because of the nature of preparation. For example, in many centres vegetables served as curry were overcooked. Despite the variety of foods reflected on the menus, it seemed that centres served the same foods too often. This applied generally to all the centres, irrespective of the level of training of the teacher.

OBJECTIVE 2

To Assess the Relationship Between Training and Teachers' Abilities to Arrange and Manage Classrooms Appropriately

RELATED CORE EXPECTATIONS OF TRAINING

- Understand and follow the daily programme.
- Organize all daily routines efficiently.
- Respond appropriately to emotional, physical, learning and social needs of children.
- Manage basic educational activities.
- Provide a stimulating and organized play environment in which the children enjoy a variety of opportunities to learn through their own activity - exploring, manipulating, experimenting - through social interaction with their peers.
- Understand the principles of good quality early childhood development.
- Plan programme and theme activities in response to children's needs and interests.
- Facilitate child development in an age-appropriate manner.
- Support and encourage age-appropriate emotional and social development of children.
- Arrange and equip an active learning environment.

RELATED INDICATORS OF QUALITY

- Indoor and outdoor physical environment fosters optimal growth and development through opportunities for exploration and learning.
- There is an appropriate room arrangement with indoor areas adequately furnished and supplied, and the equipment is accessible to children.
- The environment is pleasant, stimulating and enriching for children.
- The programme encourages children to be actively involved in the learning process to experience a variety of developmentally appropriate activities and materials.
- Teacher fosters independence in routine activities.

OVERALL FINDINGS FOR OBJECTIVE 2

The findings below present a composite picture of observations pertinent to objective 2 and cut across the indicators for which specific observations are presented later.

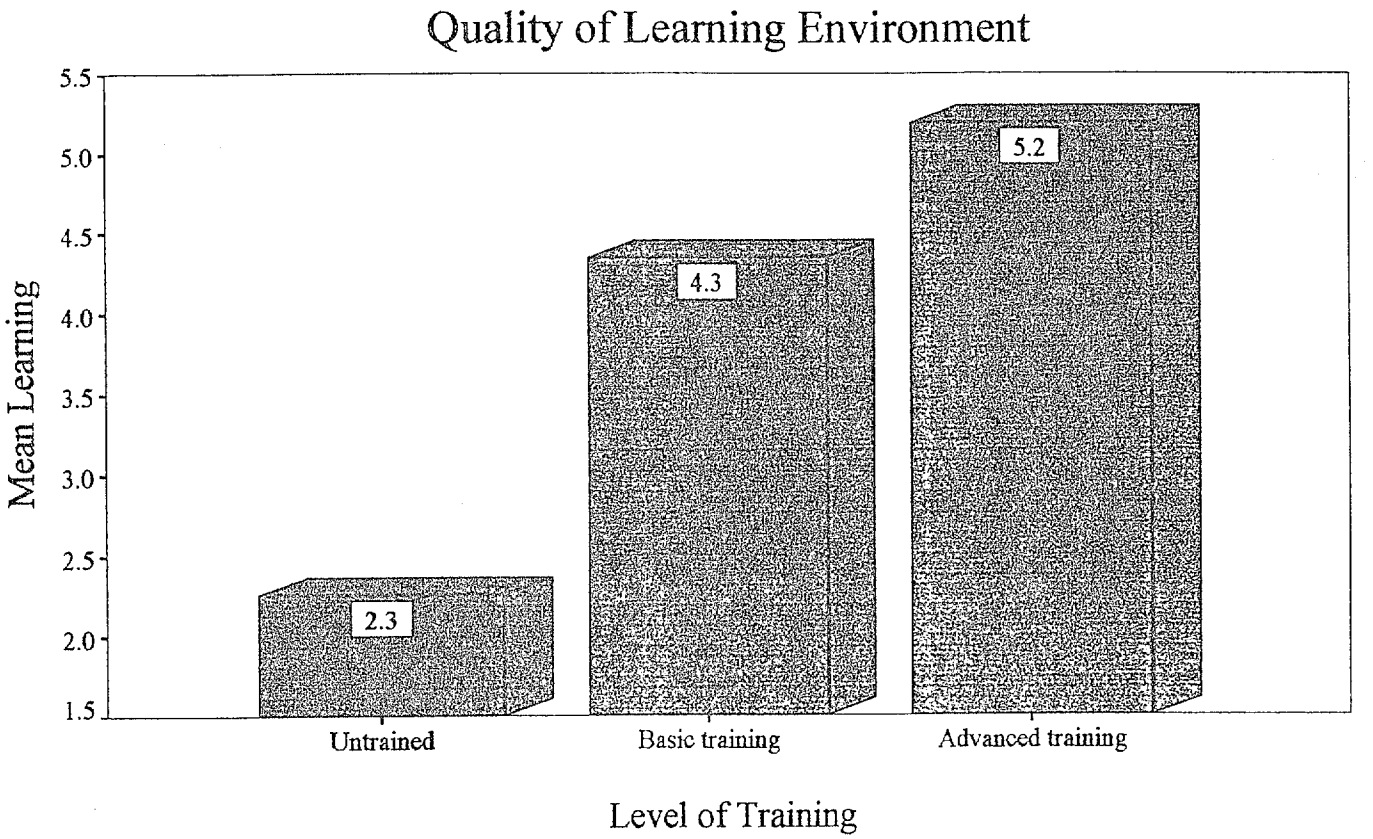
TABLE 5

Findings Related to the Learning Environment of Educare Centres According to Teachers' Levels of Training

Dimension of quality	*Untrained (%)*	*Basic training (%)*	*Advanced training (%)*
Learning areas delineated	47	60	76
Daily schedule followed	42	90	97
Developmentally appropriate materials	42	75	94
Equipment provides a wide range of experience	37	70	100
Enriching and stimulating environment	32	85	94
Freedom and exploration by children	32	55	79

The mean number of occurrences for all of the dimensions of quality (six in total) listed in Table 5 were calculated for untrained teachers, teachers with basic training and teachers with advanced training to develop a composite assessment of an appropriate learning environment. The results were then plotted in Chart 3, which shows that an average of 2,3 of all the dimensions of quality were observed in centres run by untrained teachers compared to averages of 4,3 and 5,2 for teachers with basic training and teachers with advanced training, respectively. Statistical analysis shows a significant difference between untrained teachers, on the one hand, and teachers with basic and advanced training, on the other. (The indicated significance was obtained through a post hoc analysis using the Scheffe test. An analysis of variance produced the following results: $F = 20.1271$, $p < .00001$). While the difference between teachers with basic training and teachers with advanced training is not statistically significant, the results reflect a trend in favour of a greater average number of observations of all the dimensions of quality with respect to teachers with advanced training.

CHART 3



SPECIFIC FINDINGS FOR OBJECTIVE 2

Table 5 above presents findings related to the global picture for objective 2. The findings for the component indicators of quality of objective 2 will now be presented in more detail.

RELATED INDICATORS OF QUALITY

- Indoor and outdoor physical environment fosters optimal growth and development through opportunities for exploration and learning.
- There is an appropriate room arrangement with indoor areas adequately furnished and supplied, and the equipment is accessible to children.

The results in Table 6 below serve to amplify the general findings with respect to the indoor and outdoor physical environments and the room arrangements of the centres observed. These findings show that, in respect of educational materials and learning areas (appropriate room arrangement), there are major differences in the observations according to the level of training of the teacher. For the remainder of the characteristics, while the findings differentiate between trained and untrained teachers, there is very little differentiation between teachers with basic training and those with advanced training.

Centres were found to operate in garages, 1 or 2-roomed shacks in informal settlements, rooms in homes, church buildings, and community centres. A few operated in buildings that were specifically designed for use as educare centres. However, in the case of some centres, the building served multi-purpose functions. In church or community buildings, teachers had to clear the rooms every day or over weekends for community or church activities that took place in the evenings or over weekends. Despite the lack of space and multiple use of buildings, most centres had brightly coloured outdoor walls. Outdoor play areas and indoor walls were colourfully decorated.

TABLE 6

Findings of Specific Characteristics Related to the Indoor and Outdoor Environments of Centres According to the Level of Training of Teachers

Characteristic	*Untrained (%)*	*Basic training (%)*	*Advanced training (%)*
	N = 19	N = 20	N = 36
A place for children to lie down	53	85	81
Colourful decorations on the walls	47	90	89
Books for children	47	95	86
Educational materials	42	60	81
Learning areas	47	60	75
Toys/games available for children	53	90	86
A safe place to play outdoors	68	85	86

To assess Indicator 1, observers described the outdoor and indoor appearance of the centre, the materials that were available and its appropriateness for child development.

Descriptions of educare centres by observers showed that most centres had outdoor areas for children to play in. Some centres, especially the ones that operated in informal settlements and private homes did not have spacious outdoor areas. Observations showed that some of the centres, including the one that operated under a tree were very bright and colourful. The outdoor areas were spacious and laid out into different play areas at most of the centres. The outdoor equipment ranged from swings, climbers, toys, sports equipment, sand area, and water area.

Box 1: ***Description of centre environment - teacher with advanced training in a modern facility.***

This is a centre with five rooms - babies room, kitchen, smaller children's classroom, and the classroom for larger children, and a small store for the community. This was the classroom that we visited. It was one very large room divided for two classes. This classroom was well equipped with child-sized furniture and toys. equipment, toys and learning materials were abundant.

The floors of the centre are concrete, however, in the large classroom an area in the centre of the room was covered with green carpet squares for the children and the teacher to sit on. Both the floor and the carpet squares were very clean. in addition , this room had seven windows and two doors to the outside, and provided light and air circulation.

Scanning the room, there were learning centres arranged in the room - Fantasy area, Quiet area and Creative area. The Fantasy area had a miniature clinic, pre-school, and post office. There was child-sized furniture - an ironing board and iron, a bed with bedclothes and a chair. In the middle of the Fantasy area was a table with four chairs. The Quiet area contained a table on which were children's books. The children took the puzzles and books to the carpet squares to play and "read". The Creative area had a small table holding art supplies - crayons, pencils and paper. There were three child-sized tables with four chairs at each table. Additional art supplies were on each of these tables. during free play, the children chose to go to the area or areas of their interest.

The arrangement of the classroom and the furniture , equipment, books and toys showed evidence of the teacher's training and appeared to enable the teacher to use her early childhood training effectively.

(see appendix D for full version of this description)

Box 2: ***Description of centre environment - teacher with advanced training in a four-roomed house.***

This centre was a clear demonstration of how a centre can be transformed into an outstanding learning environment because of how the teacher applied her training in how to develop materials. Using waste materials because purchased resources were not possible, the centre was as enriched or more enriched than a centre furnished with commercially -built toys and equipment.

The centre was formerly a small four-room residence used by a teacher. The rooms were painted a dark and bright green. Many toys and learning materials were available in the rooms. Most of them were made by the teacher and her assistants. There was lots of children's furniture in three of the four rooms. The furniture was made by the teacher and her assistants from waste materials (i.e. paper and flour starch). This furniture was sturdy and colourful - painted white and trimmed in red. One room was bare except for a rug for children to sit on to allow space for ring activities and other group work with their teacher. However, it was still crowded in the room with so many children. If all the 144 children had been present, it would have been extremely crowded. In each room there were multiple windows and lots of light.

One room had a series of science tables across one wall with objects and printed labels above the objects. Also in this room was a theme table and paper puzzles (made by the teacher and assistants) and a table with library books. Small rag rugs (teacher-made) were scattered on the floor. Another room was dedicated to being a fantasy room. There was play furniture, tables and chairs, a bed, and cupboards filled with play articles. The fourth room was devoted to learning centres with tables and shelves with materials that matched the learning areas.

(see appendix D for full version of this description)

RELATED INDICATOR OF QUALITY

- The environment is pleasant, stimulating and enriching for children.

The findings in Table 5 indicate a strong association between training and whether observers found the environment of centres to be rich and stimulating for children. Only 32% of the teachers with no training were able to create an environment that was rich and stimulating, compared to 85% for teachers with basic training and 94% for teachers with advanced training. Statistically, there is a significant difference between the findings for untrained teachers, on the

one hand, compared to teachers with basic and advanced training, on the other. (The indicated significance was obtained through a post hoc analysis using the Scheffe test. An analysis of variance produced the following results: $F=18.3015$, $p<.00001$). The observed difference between teachers with basic training and those with advanced training is not statistically significant.

Based on their observations, observers recorded specific critical incidents of a pleasant, stimulating and enriching environment for children. It should be noted that these observations were made in response to an open-ended question. Consequently, the critical incidents recorded depended very much on the selective lens of the observer and the moment of observation; reducing the emphasis that may be placed on relative frequencies of individual critical incidents. However, the observations listed below, do serve to elaborate on what constituted a pleasant, stimulating and enriching environment at the centres:

- The classroom was colourful.
- Children engaged in lots of different activities.
- The learning environment was comprised of many learning centres.
- A happy atmosphere prevailed.
- The centre had lots of decorations.
- There was lots of improvised materials.
- Children's work was displayed on walls.
- Many posters on walls.

Related Indicator of Quality

- The programme encourages children to be actively involved in the learning process to experience a variety of developmentally appropriate activities and materials.

Observers found that 57% of untrained teachers compared to 90% of teachers with basic training and 92% of teachers with advanced training had a schedule/plan for activities that children do during the day displayed. However, the findings for those teachers who actually

followed the daily schedule/plan is somewhat different showing an association to the level of training of teachers: 42% for untrained teachers; 90% for teachers with basic training; and 97% for teachers with advanced training. There is a statistically significant difference between untrained teachers, on the one hand, and teachers with basic training and teachers with advanced training, on the other. (The indicated significance was obtained through a post hoc analysis using the Scheffe test. An analysis of variance produced the following results: $F = 15.9202$, $p < .00001$). In centres that followed a daily schedule/plan, observers found that children seemed to change from one activity to the next without any difficulty. Some of the indoor activities that children engaged in were playing with puzzles; reading; make-believe; using dough; cutting and pasting; and playing with toys. Outdoor activities observed included playing with sand and water; kicking a ball; climbing swings; slides; and tyres.

There appears also to be a strong association between levels of training and observations with respect to whether materials and equipment at the centres were developmentally appropriate: 42% for untrained teacher; 75% for teachers with basic training; and 94% for teachers with advanced training. The difference between untrained teachers and teachers with basic training and between untrained teachers and teachers with advanced training is statistically significant. (The indicated significance was obtained through a post hoc analysis using the Scheffe test. An analysis of variance produced the following results: $F=9.8$, $p=.0002$). The difference between teachers with basic training and teachers with advanced training, though appreciable, was not found to be statistically significant.

In elaborating on whether materials and equipment were developmentally appropriate, observers recorded the following critical incidents:

- Toys were educational.
- Many colourful materials.
- Large manipulatives, easy to handle.
- Puzzles.
- Toys that extend the imagination of children.

- Blocks.
- Many themes/concepts presented.
- Many different activities available.
- Materials are safe.
- Hand-eye coordination activities.

Observers found that despite the apparent financial constraints, many centres had a range of educational materials for children. It was established during the process of the study that some of the educare NGOs supply kits to teachers who have been on a training programme. These kits are made up of a range of learning materials. The training courses offered exposed trainees to techniques for developing improvised materials from waste and other low-cost products. Some of the materials seen during observation include the following: blocks, tea sets, toy telephones, puzzles, music, paints, counting materials, sorting trays, dolls, dress up games, crayons bean bags, beads, and manipulatives.

Observers found that in centres where materials and activities were not developmentally appropriate for children, three or two year olds were made to memorise numbers and to recite letters of the alphabet. The case of one untrained teacher, the only available reading materials were adult magazines.

Related Indicator of Quality

- Teacher fosters independence in routine activities

1. Observers found a marked difference with respect to whether teachers allowed freedom and exploration by children according to the level of training of teachers: 32% for untrained teachers; 55% for teachers with basic training; and 79% for teachers with advanced training. However, the only statistically significant difference is between untrained teachers and teachers with advanced training. (The indicated significance was obtained through a post hoc analysis using the Scheffe test. An analysis of variance produced the following results: $F=4.5763$, $p=0.135$).

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In elaborating on whether the teacher allowed freedom and exploration by children, observers recorded the following critical incidents:

- Children volunteered to do activity.
- Children got to select games.
- Teacher handled children with respect and caring.
- Free play allowed.
- Children were allowed to move about the room freely.
- Many things for children to do.
- Teacher recorded child's free choice activities.

During observations of untrained teachers who did not allow for freedom and exploration by children, children were seen to sit quietly for long periods of time. Children were reprimanded if they made a noise or moved. They were only allowed to move if they needed to go to the toilet. In some cases these conditions were found to obtain in rooms that were very small resulting in overcrowding. Observers found 22% of untrained teachers, 22% of teachers with basic training and none of the teachers with advanced training to be too directive in dealing with children.

Box 3: ***Teaching Strategies*** **- teacher in a four-roomed house.**

The teacher led the children in singing song and chants and played number and letter games in the ring. During free play , the teacher joined the children in their play by helping children as they pretended to pour tea for each other. Responses (language tone and actions) to the children by the teachers and her assistant were warm.

(see appendix D for full version of this description.)

OBJECTIVE 3

To Assess the Relationships Between Levels of Training and Teachers' Abilities to Provide Classroom Interactions Appropriate for the Development of Children

RELATED CORE EXPECTATIONS OF TRAINING

- Respond appropriately to emotional, physical, learning and social needs of young children.
- Interact in an anti-bias manner with regard to issues relating to ethnicity, gender and language.

RELATED INDICATORS OF QUALITY

- Interactions between children and teacher provide opportunities for development of self-esteem and intellectual growth, and are characterised by warmth, personal respect, individuality, positive support and responsiveness.
- Teacher facilitates interactions among children to provide opportunities for social development.

The findings show only a marginal difference between trained and untrained teachers, and no marked difference between teachers with different levels of training and their ability to interact appropriately with children. Observers found interactions between teacher and children to be appropriate in the case of 75% of untrained teachers compared with 88% for teachers with basic training and 86% for teachers with advanced training. None of the differences between groups (in respect of level of training) are statistically significant. Observers recorded the following critical incidents with respect to appropriate teacher/child interactions:

- Teacher involved all children.
- Teacher asked children questions.
- Teacher was kind and loving to children.
- Teacher encouraged children to talk.

- Teacher encouraged children to talk.
- Teacher very supportive of children.
- Children seemed happy and involved.
- Teacher played with children.

Related Indicator of Quality

- Teacher facilitates interactions among children to provide opportunities for social development.

Observers considered the interactions among children to be appropriate in the centres of the majority of teachers observed: 58% for untrained teachers; 90% for teachers with basic training; and 89% for teachers with advanced training. The differences between untrained teachers and teachers with basic training and between untrained teachers and teachers with advanced training are statistically significant. (The indicated significance was obtained through a post hoc analysis using the Scheffe test. An analysis of variance produced the following results: $F=5.044$, $p=.0089$). There is no significant difference between the findings for teachers with basic training and teachers with advanced training.

Observers recorded the following critical incidents with respect to appropriate child/child interactions:

- Children played happily with each other.
- Children helped each other.
- Children were well behaved and did not fight.
- Children shared toys.
- Children talked together.
- Children seemed very happy - lots of laughter.

Box 4: ***Teacher's Approach to Her Children - teacher with advanced training in a modern centre.***

In a calm and quiet way, this teacher guided the boys who were not playing properly with the blocks to more appropriate behaviours. In the ring (sic-circle of children seated on the floor), with her questions, she involved boys and girls equally. The teacher involved all of the chidden in the ring activities. She verbally complimented the children when they responded properly and hugged and touched the children to show her approval of their behaviour. She encouraged the children in her class to clap for the children who responded with a correct answer. This teacher smiled and laughed a lot as she interacted with the children. We had the feeling that she was happy being with the children and teaching them.

(see appendix D for full version of this description.)

Box 5: ***Teacher's Approach to Her Children - teacher with advanced training in a four-roomed house.***

This teacher involved all of her children and called upon boys and girls equally. She was observed hugging and touching children as she interacted with them. Because it was the beginning of the school year, one child was crying in the classroom because he wanted to go home. The teacher hugged him and talked quietly to him.

(see appendix D for full version of this description.)

OBJECTIVE 4

To Assess the Relationship Between Levels of Training and Teachers' Abilities to Involve Parents and Communities in the Management of the Centres

RELATED CORE EXPECTATIONS OF TRAINING

Establish positive relationships with colleagues, parents and the broader community.

RELATED INDICATOR OF QUALITY

- Teachers involve parents and communities in the governance and administration of educare centres.

As shown in Table 7, it would appear that centres of trained teachers had relatively higher enrollments of children. It was also found that parents were involved in relatively more ways in the administration and management of centres of trained teachers. It should be noted though that the average number of ways in which the community was involved in centres was very low overall; the highest average number being 1,6 (in the case of teachers with basic training). Of all the variables listed in Table 7, only the findings in relation to "Average number of children" (the indicated significance was obtained through a post hoc analysis using the Scheffe test. An analysis of variance produced the following results: $F=3.5$, $p=.04$) and "Number of ways community involved" (the indicated significance was obtained through a post hoc analysis using the Scheffe test. An analysis of variance produced the following results: $F=4.9$, $p=.01$) were found to be statistically different with respect to untrained teachers, on the one hand, compared to teachers with basic training and teachers with advanced training, on the other.

Many centres had governing bodies which helped in convening and facilitating parents' meetings, making decisions with regards to the payment of children's fees and the salaries of staff.

TABLE 7

Parental and Community Involvement in the Administration and Management of Centres (N = 75)

Characteristics	*Untrained Teachers*	*Teachers with Basic Training*	*Teachers with Advanced Training*
Average number of children	46	75	84
Number of ways community involved	0.29	1.6	1.3
Number of ways women involved	0.7	1.5	1.4
Number of ways men involved	0.9	1.2	1.1
Number of committee members	5.3	5.5	7.1

In some regions, farmers were heavily involved in the establishment and management of educare centres. They allocated land for the establishment of centres, collected minimal fees from parents, paid teachers' salaries, and fed children with four to five litres of milk twice or thrice a week. Through liaising with the farmers, the educare training agencies were successful in getting all educare teachers to attend training. The farm preschools enjoyed the greatest support from the farmers and the local communities, and hence farm centres did not experience problems with parents failing to pay fees for their children, and their centres were well-resourced with learning and educational toys and materials.

Related Indicator of Quality

- Teachers make proper use of community resources.

As shown in Table 8, trained teachers had access to more resources, compared to untrained teachers. Teachers with advanced training had the greatest access to the government resources and other resources compared to both teachers who had completed basic training and those who had had no training at all. There is very little difference between teachers according to their level of training with respect to access to private resources.

TABLE 8

Numbers of Teachers with Access to Resources

	Untrained Teachers	*Teachers with Basic Training*	*Teachers with Advanced Training*
Government Resources (N = 25)	0%	24%	64%
Private Resources (N = 42)	21%	17%	26%
Other Resources (N = 70)	19%	19%	33%

(N is the number of teachers who responded to the question)

Observers found that among parents, women were involved in more ways in the running of educare centres compared to men. In poor areas, women collected waste materials and assisted in making toys and educational materials with the waste materials. Women helped by sewing aprons for children, knitting blankets, cleaning the premises, accompanying staff on excursions, attending and preparing food for "graduation" ceremonies and supporting fundraising activities.

Although the average number of ways in which parents and communities were involved in the affairs of centres were generally low, the averages for trained teachers (1.6 for teachers with basic training , and 1.3 for teachers with advanced training) were significantly higher (the indicated significance was obtained through a post hoc analysis using the Scheffe test. An analysis of variance produced the following results: $F=3.5$, $p=.04$) compared to the average for centres of untrained teachers. The major way in which parents were involved in the centres was through paying of fees for their children, without which some centres could not exist at all. Most centres relied heavily on fees paid by parents to meet the expenses they incurred, such as paying the salaries of staff and purchasing food for the children. Despite the heavy reliance on fees, it was found that fees were not always paid on time, and parents in poor communities sometimes could not afford the fees.

The fees paid varied from as little as R5.00 per child per month to R120.00 per child per month. There appears to be no differences among centres of untrained teachers, teachers with basic training, and teachers with advanced training with regards to charging and paying of fees. There is however a clear pattern with regards to rural and urban differences: in rural and farm areas the fees were very low (R5.00 or R10.00 per month was very common) while in urban areas the fees ranged from R30.00 to R120.00.

OBJECTIVE 5

To assess the relationship between the overall performance of teachers, with respect to specific indicators of quality and the following variables: teacher salaries; years of experience as an educare teacher; and formal education background.

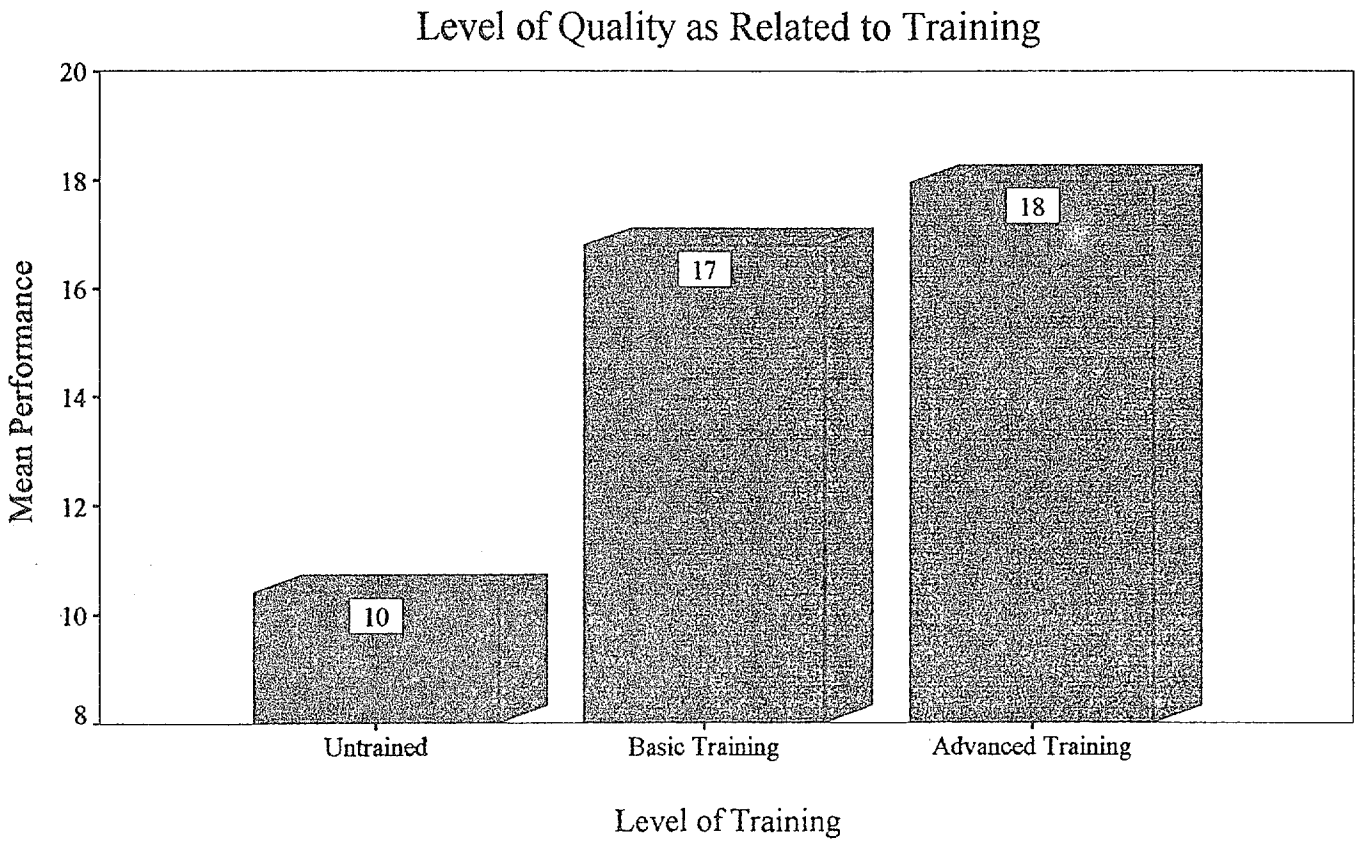
5.1 ASSESSMENT OF THE RELATIONSHIP BETWEEN LEVELS OF TRAINING AND ALL OBSERVED CHARACTERISTICS OF QUALITY TAKEN COLLECTIVELY (MEAN PERFORMANCE)

The findings above have been presented in relation to specific objectives, each of which is concerned with a particular dimension of educare quality. For each of these objectives, the findings of observations of certain related characteristics of educare quality have been presented.

The findings presented in this section relate to all these characteristics of educare quality taken together (across objectives) to develop a composite assessment, which for convenience is referred to as "overall performance". In other words, "overall performance" is a measure of the mean number of occurrences of all the dimensions of quality observed (for each teacher according to the category of training). The results obtained were as follows: 10,4 for untrained teachers, 16,8 for teachers with basic training and 17,8 for teachers with advanced training (see Chart 4 below). This means that much fewer of the full range of characteristics of educare quality were observed in the case of untrained teachers compared to trained teachers. These results signify a significant difference between untrained teachers, on the one hand, and teachers

with basic and advanced training, on the other hand. (The indicated significance was obtained through a post hoc analysis using the Scheffe test. An analysis of variance produced the following results: $F = 21.2127$ $p < .00001$). No significant difference was found between the results obtained for teachers with basic training compared to those with advanced training.

CHART 4



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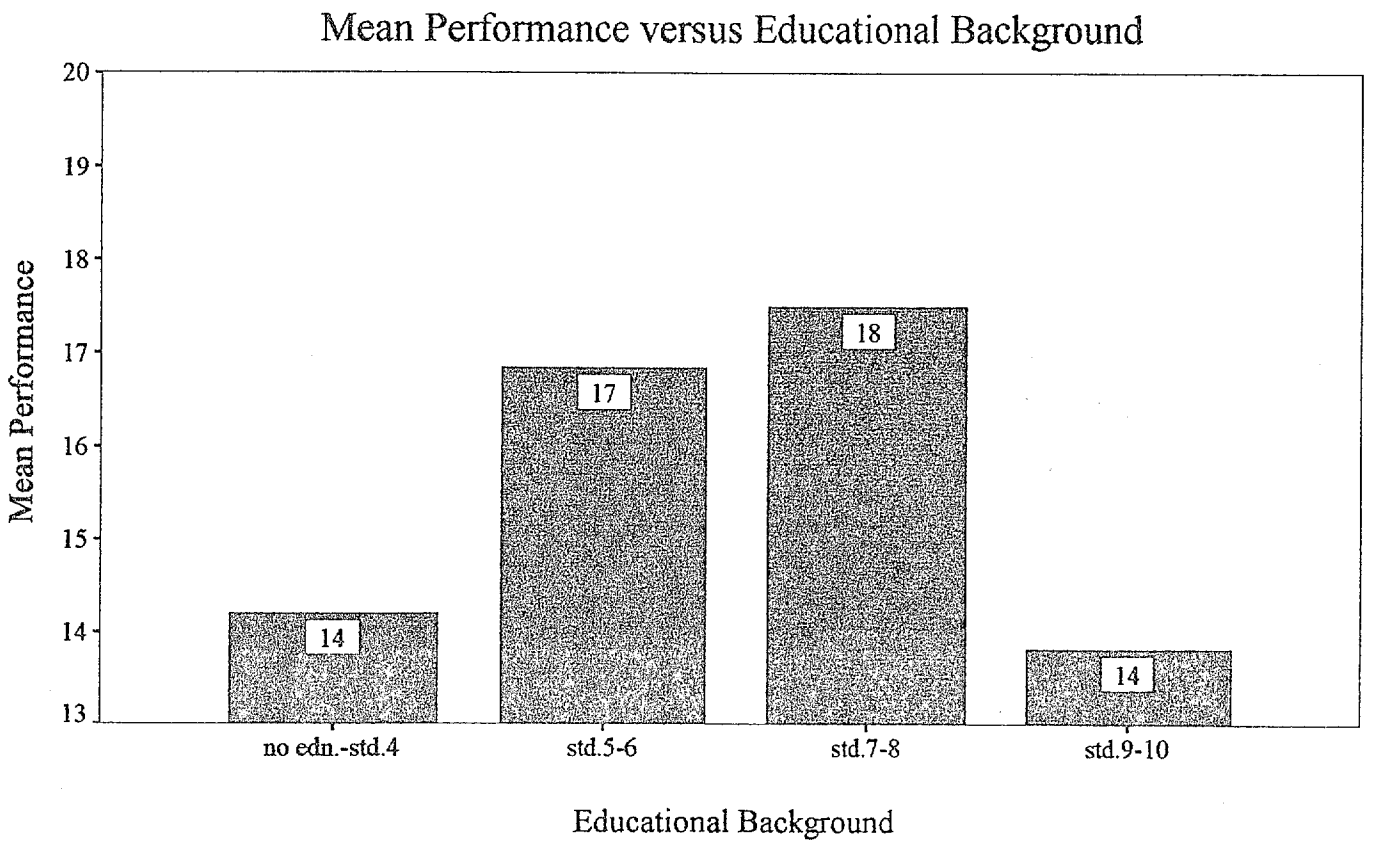
5.2 ASSESSMENT OF THE RELATIONSHIP BETWEEN TEACHERS' EDUCATIONAL BACKGROUND AND ALL OBSERVED CHARACTERISTICS OF QUALITY TAKEN COLLECTIVELY (MEAN PERFORMANCE)

The educational background of teachers in the sample - measured in terms of the level of formal schooling - is plotted against mean performance in chart 5 below. This chart shows no clear pattern in the relationship between formal educational background and mean performance of teachers.

CHART 5



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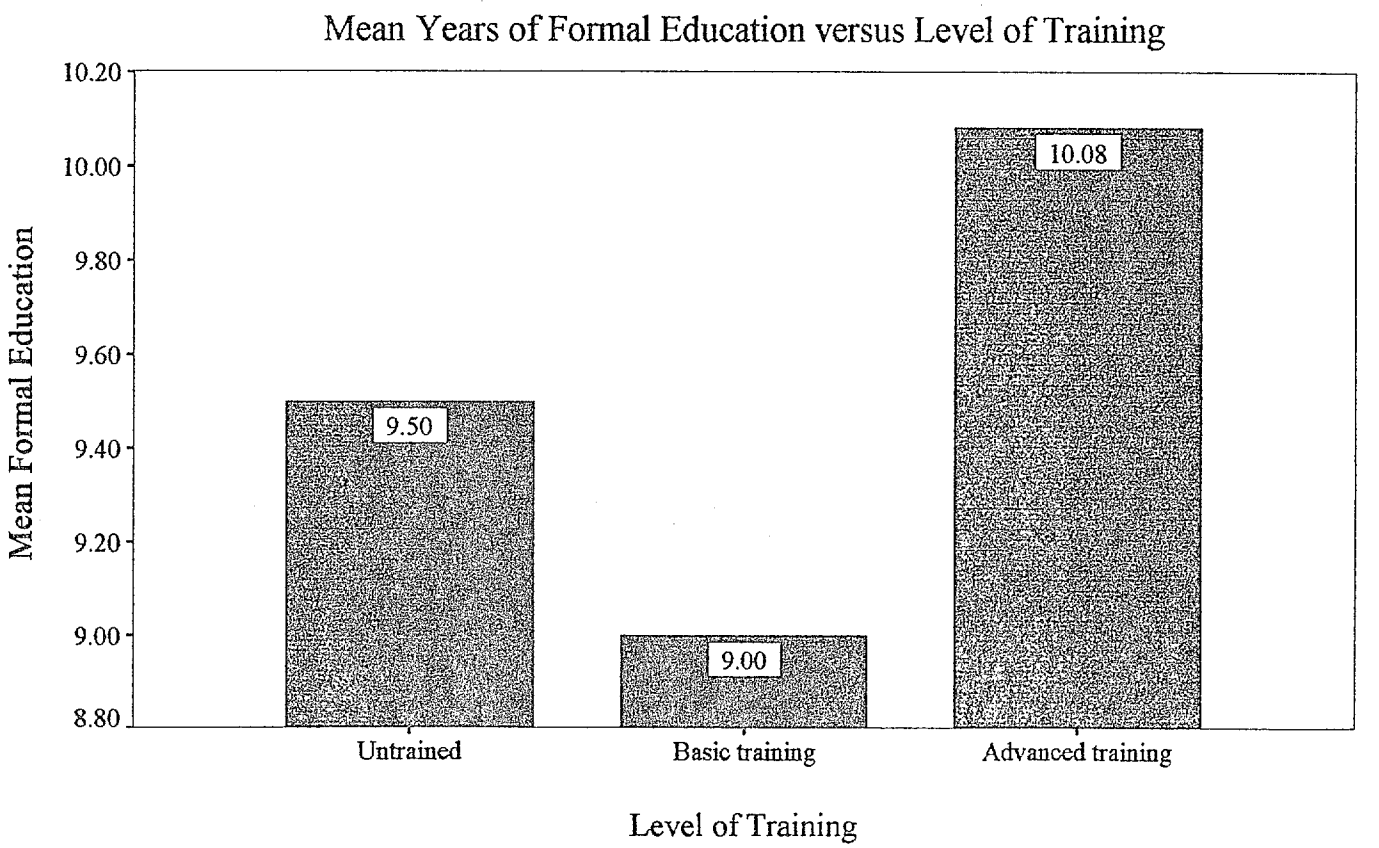
The findings presented in Chart 6 below, show that there is no clear pattern in the association between the mean years of formal education and the level of training of teachers in the sample. It is therefore unlikely that the relatively lower mean performance of untrained teachers may be attributable to low levels of formal education background.

CHART 6



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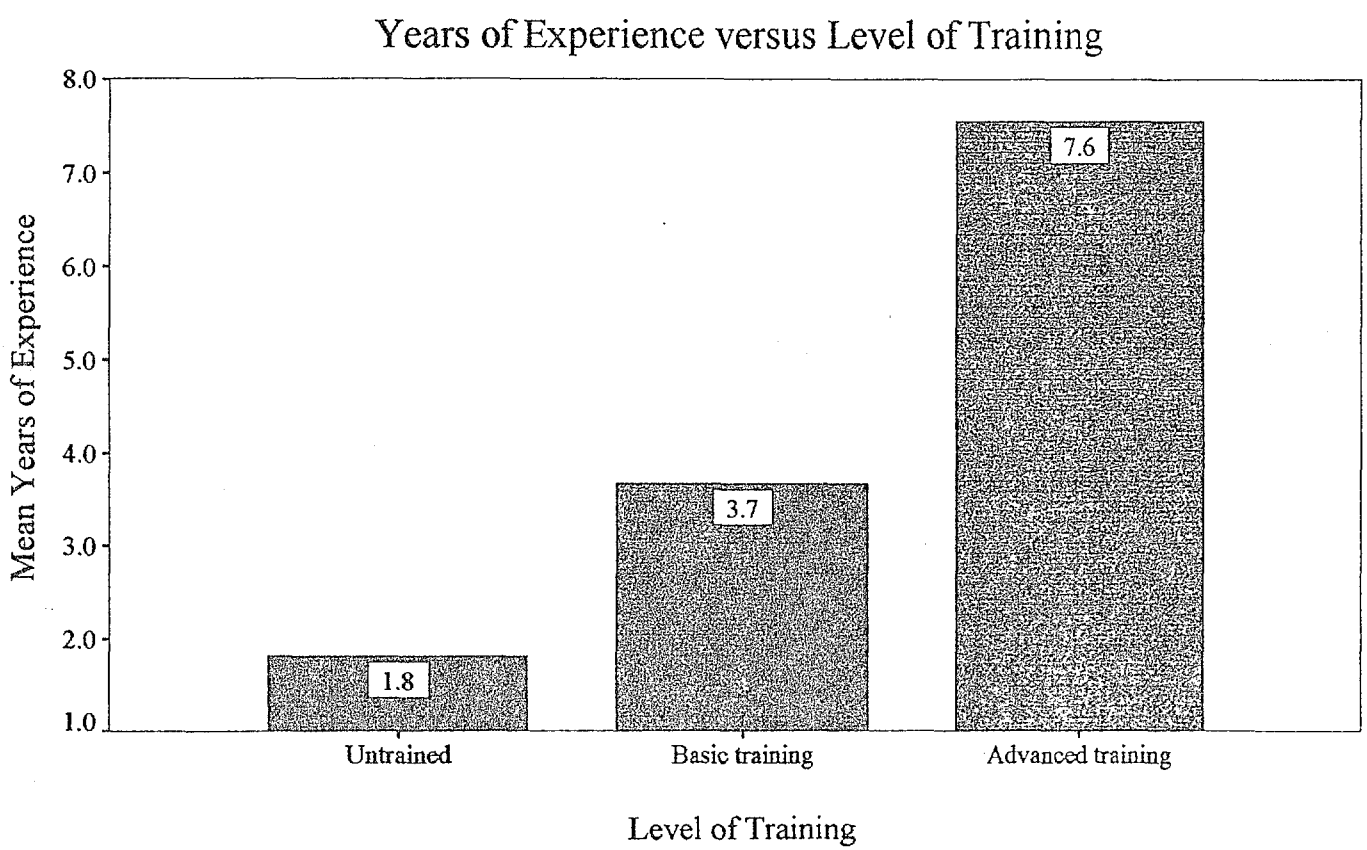
5.3 ASSESSMENT OF THE RELATIONSHIP BETWEEN TEACHERS' YEARS OF EXPERIENCE AND THE VARIABLES OF LEVEL OF TRAINING AND MEAN PERFORMANCE

5.3.1 The Relationship Between Mean Years of Experience and the Level of Training

According to Chart 7, below, teachers with more training had, on average, more years of experience in their jobs: teachers with advanced training had an average of 7,6 years experience; compared to 3,7 years and 1,8 years for teachers with basic training and untrained teachers, respectively.

CHART 7



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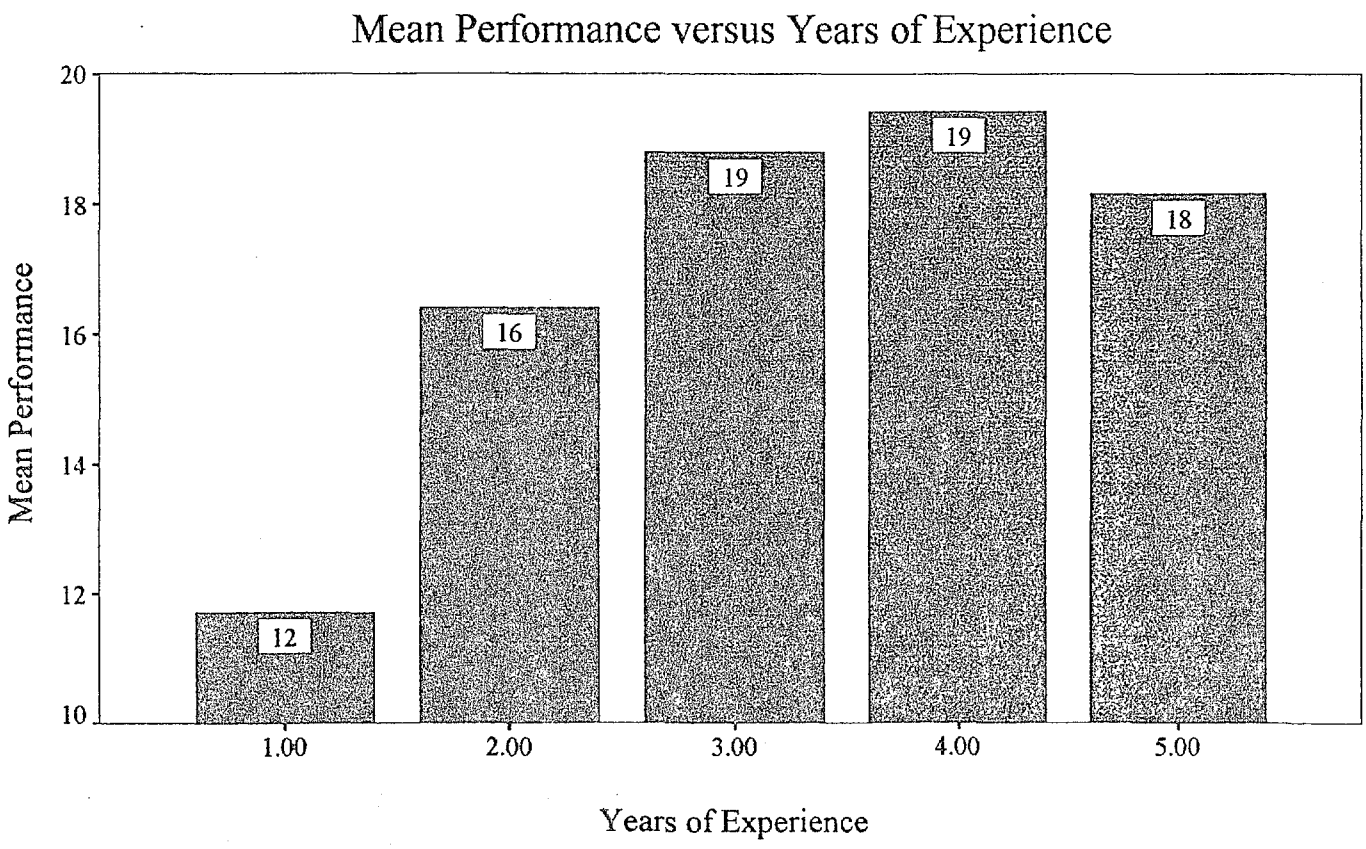
5.3.2 The Relationship Between Teachers' Years of Experience and Mean Performance

Although there was a positive association between years of experience and level of training, referred to above, no clear pattern was found beyond two years of experience with respect to the relationship between years of experience and mean performance (see Chart 8 below). There is a statistically significant difference between teachers in the first category compared to all of the other categories of experience. (The indicated significance was obtained through a post hoc analysis using the Scheffe test. An analysis of variance produced the following results: $F = 9.1540$, $p < .00001$). No two other groups are statistically different from each other. It should be noted that the 0 - 2 years experience category also has a very high representation of untrained teachers (see Chart 7 above).

CHART 8

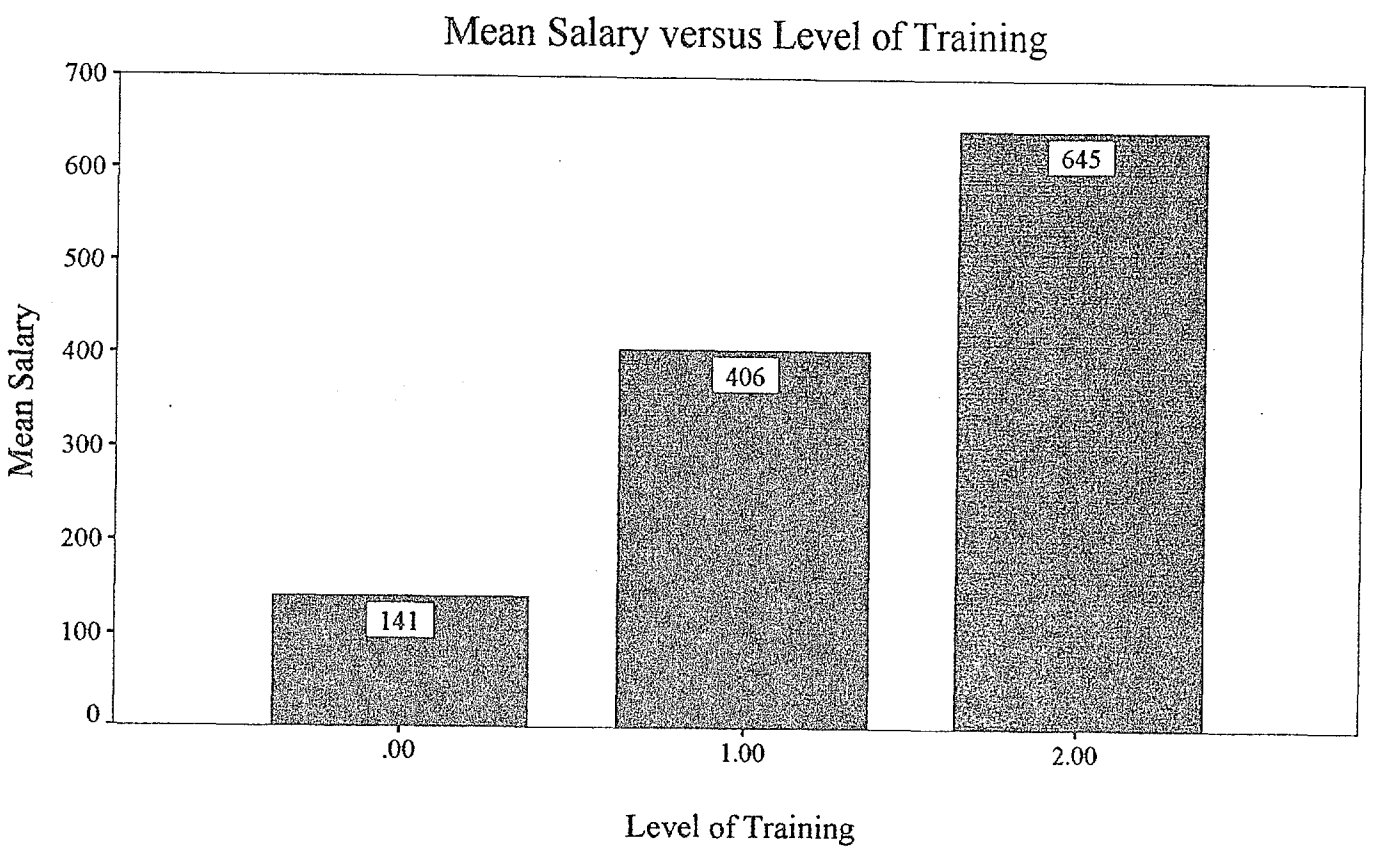


5.4 ASSESSMENT OF THE RELATIONSHIP BETWEEN SALARIES AND THE VARIABLES: LEVEL OF TRAINING; FORMAL EDUCATION; EXPERIENCE; AND MEAN PERFORMANCE.

5.4.1 The Relationship Between Salaries and Level of Training.

The findings presented in Chart 9, below, suggest a positive association between the level of training of teachers and average salary. Teachers with advanced training tended to earn more than teachers with basic training who, in turn, tended to earn more than untrained teachers.

CHART 9



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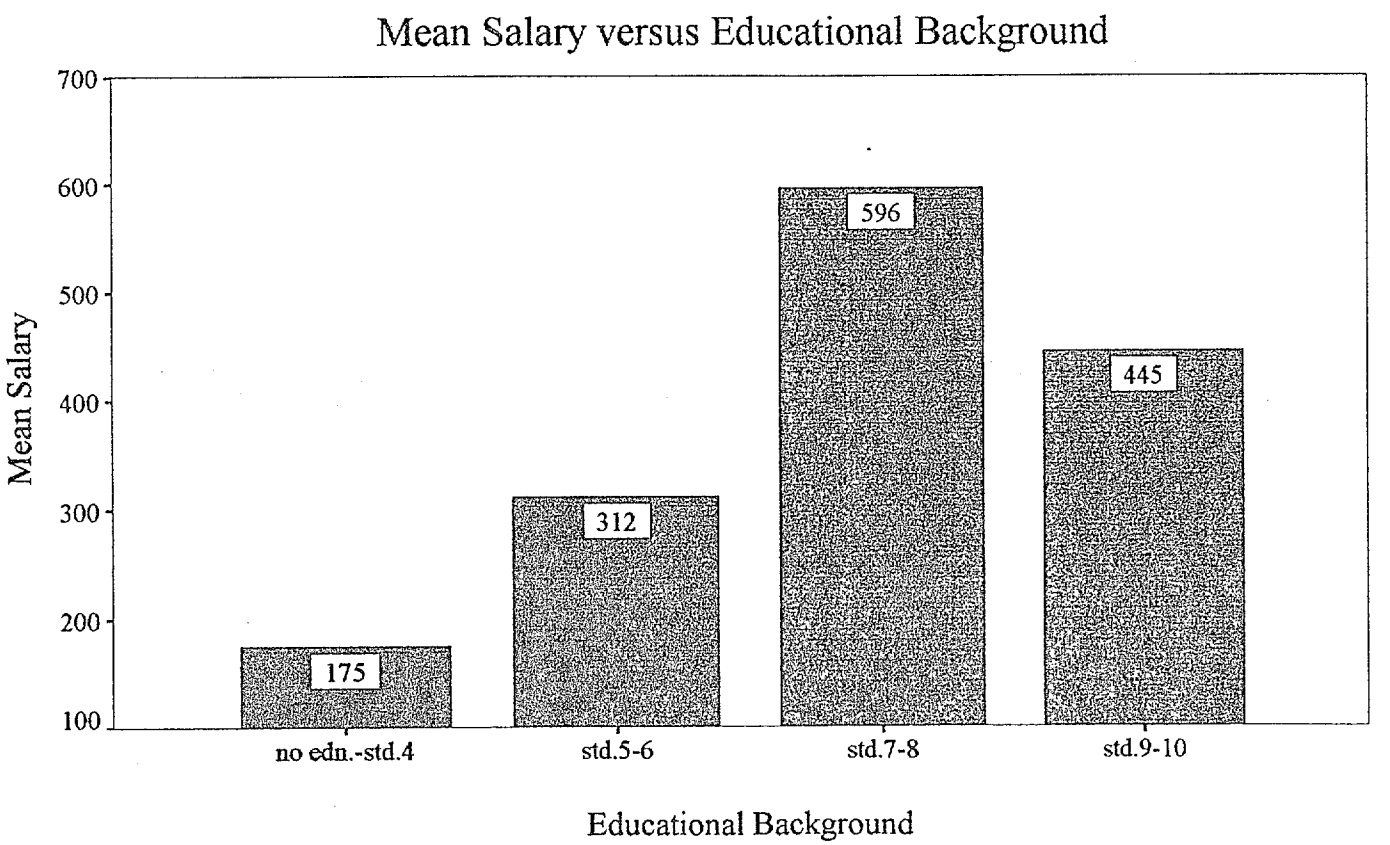
5.4.2 The Relationship Between Salaries and Teachers Formal Education Background.

The findings also suggest that, up to the category standard 7 - standard 8, teachers with more formal schooling tended to earn greater salaries (see Chart 10 below). However, this trend does not apply when comparing category standard 7 - standard 8 to the category standard 9 - standard 10. For teachers in the sample, those with very low levels of formal schooling were earning very little compared to teachers with higher levels of formal schooling. Teachers who fell into the category between no formal schooling and standard four, earned an average of under R200.00 per month.

CHART 10



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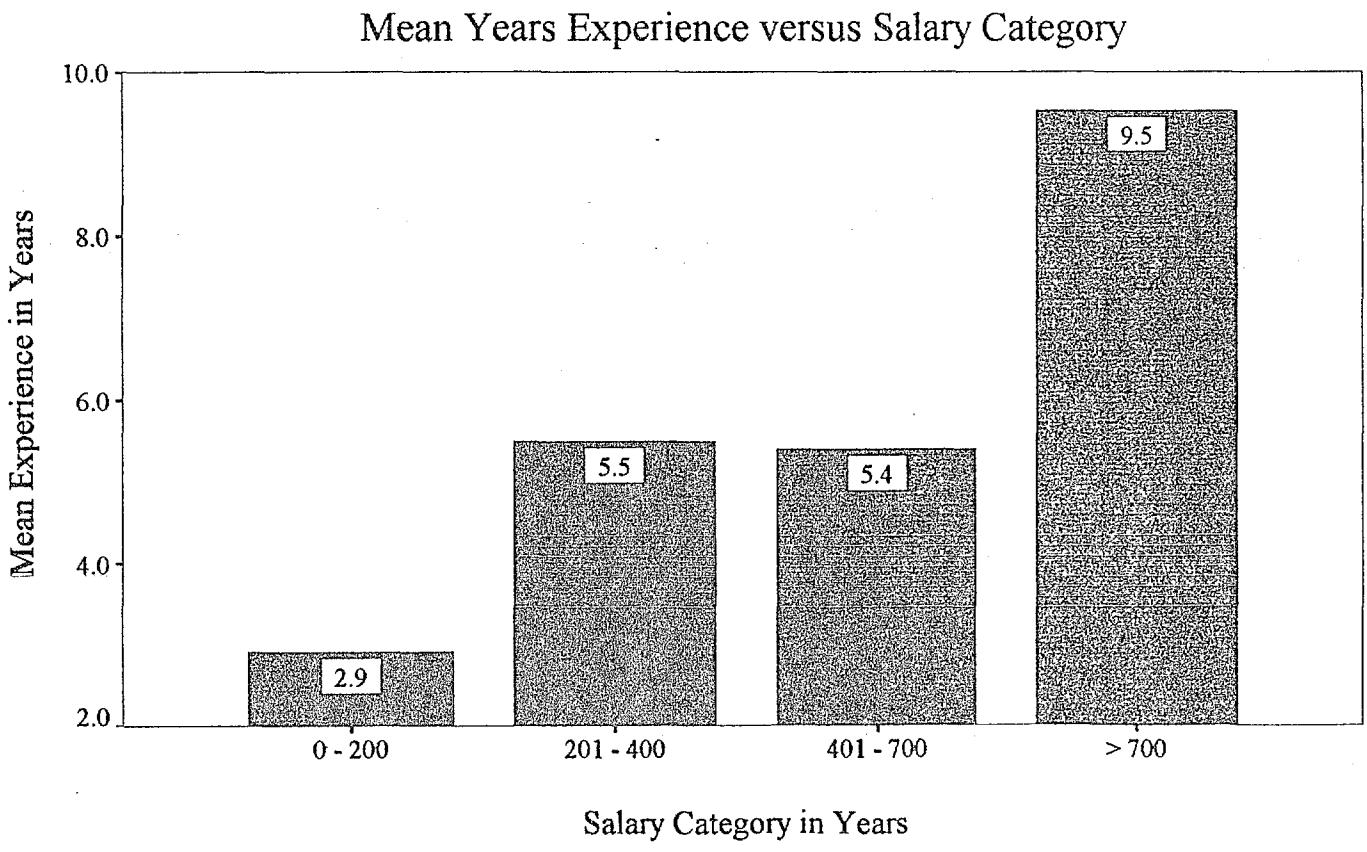
5.4.3 The Relationship Between Salaries and Years Of Teaching Experience.

Chart 11, below, presents the findings with respect to the relationship between mean years of experience and the salary category of teachers. It appears that teachers in the category 0 - R200 per month had the lowest average years of teaching experience; perhaps, suggesting a high turnover of teachers who fall into this salary category. There is only a negligible difference in the average years of experience between teachers who fall into the R201-R400 category compared to teachers who fall into the R401-R700 per month category. Teachers in both these categories had averages of years of experience which are twice as much as the average years experience of teachers in the 0-R200 per month category. Teachers who earned more than R700 per month had, by far, the greatest average years experience; perhaps suggesting a high retention rate of teachers in this salary category.

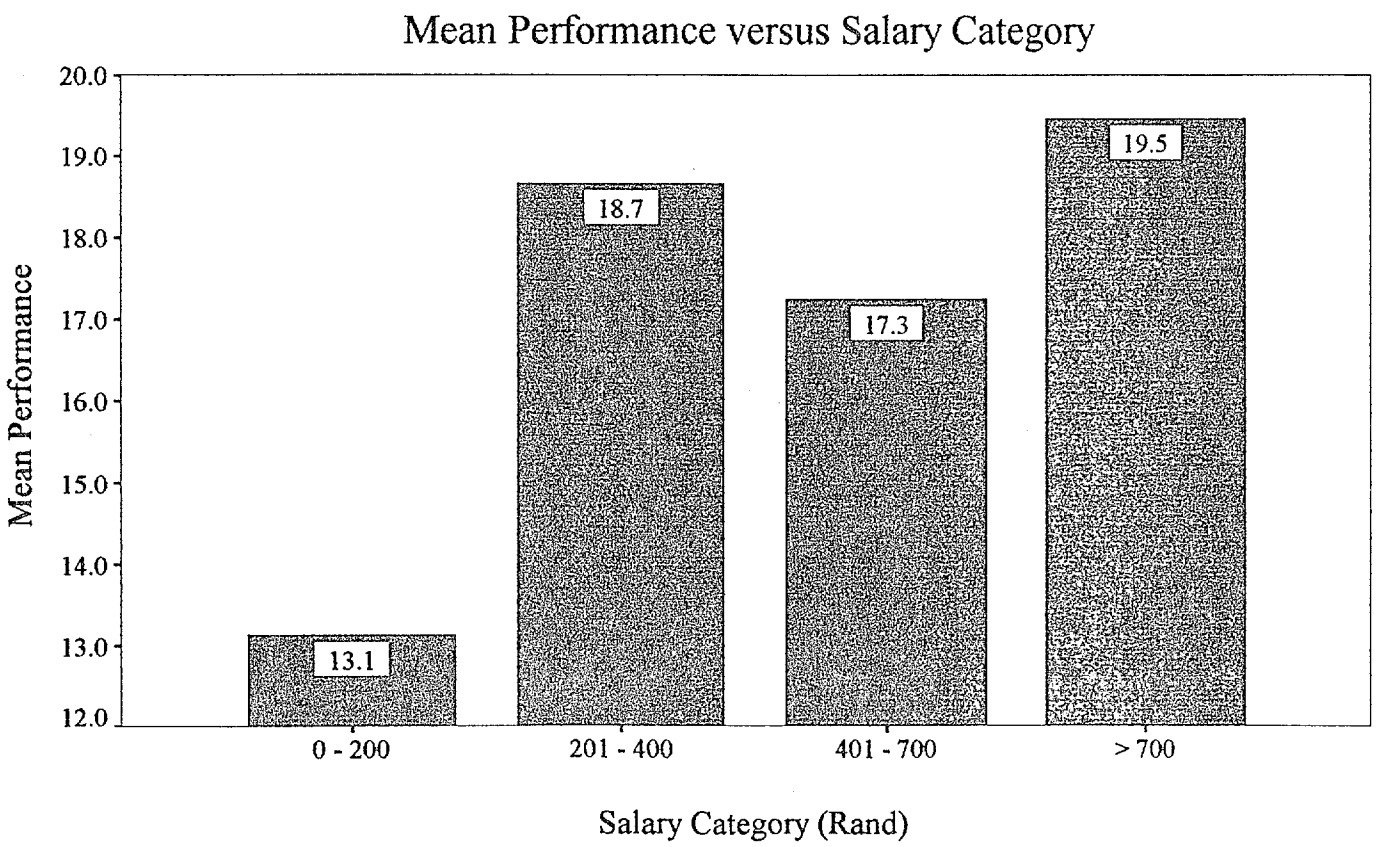
CHART 11



5.4.4 The Relationship Between Salaries and Mean Performance.

Chart 12, below, shows that the mean performance of teachers in the salary category 0-R200 per month was lower than the mean performance for teachers in all other salary categories. Beyond this point, there appears to be no trend in the relationship between mean performance and salary category. These findings show that, for the sample, teachers whose earnings fall into the 0-R200 per month category are more likely to have had no training; to have had very little formal schooling; and to have had very little teaching experience.

CHART 12



5.5 THE RELATIVE WEIGHT OF LEVELS OF TRAINING IN EXPLAINING TEACHER PERFORMANCE COMPARED TO YEARS OF FORMAL EDUCATION; SALARY CATEGORY AND YEARS OF EXPERIENCE AS AN EDUCARE TEACHER.

A useful way of assessing the relative weight of different independent variables in explaining the variability (change) of a particular dependent variable is to do a multiple regression analysis. Stated differently, the regression analysis allows one to assess the relative weight of the independent variables in explaining the difference in the dependent variable. A multiple step-wise regression analysis was conducted to assess the relative weight of levels of training; years of formal education; salary category and years of experience (independent variables) in explaining the variability of mean performance of teachers (dependent variable) in the sample.

Results of multiple step-wise regression analysis.
Dependent variable: mean performance.
Independent variables: level of training; years of formal education background; salary category; years of experience as an educare teacher.

Results of Regression Analysis

Independent variable	*Beta*	*Sig T*
Level of training	.45	.0005
Years of formal education background	-.21	.0359
Salary category	.24	.0539
Years experience	.08	.51

Constant = 14.36

The outcome of this analysis is that level of training carries twice as much weight as salary category in explaining the variability of mean performance. Years of formal education appears to be negatively associated with mean performance, while the association between experience and mean performance is not significant.

OBJECTIVE 6

To Assess the Perceptions of Trainers' About the Impact of Training on the Quality of Centres

A questionnaire was administered to trainers of educare teachers to investigate their perceptions on the impact of their training (including educare support visits) on teachers. As shown in Chart 13 (following page), the majority of trainers felt that their training had been effective in helping trainees learn about the care and development of children. They thought that training had been successful in developing teachers who could provide quality educare in centres. Overall, 90% of trainers thought that the impact of training workshops and the centre visits on the quality of services delivered to children was between 4 and 5 (on a scale of 1 to 5, where 1 = very little impact and 5 = very much impact).

When asked what evidence they could give to support their rating of impact, 36% of trainers said they could see improvement in the implementation of educare principles and practices. Twenty four percent (24%) said they could see a difference in the children. Trainers said that children "seem(ed) happy, busy, and (had) learn(t) sharing and other skills". Some trainers (24%) noted that many junior primary schools preferred to admit children who had been to educare. A small number (7%) of trainers felt that training motivated trainees to improve their performance, and encouraged them to continue learning new ideas. Also, 5% thought it was an important skill, given the poor financial conditions prevailing in their areas, that teachers had learnt to create and use improvised materials. Trainers thought that teachers who had received regular classroom support had performed better than those who had not.

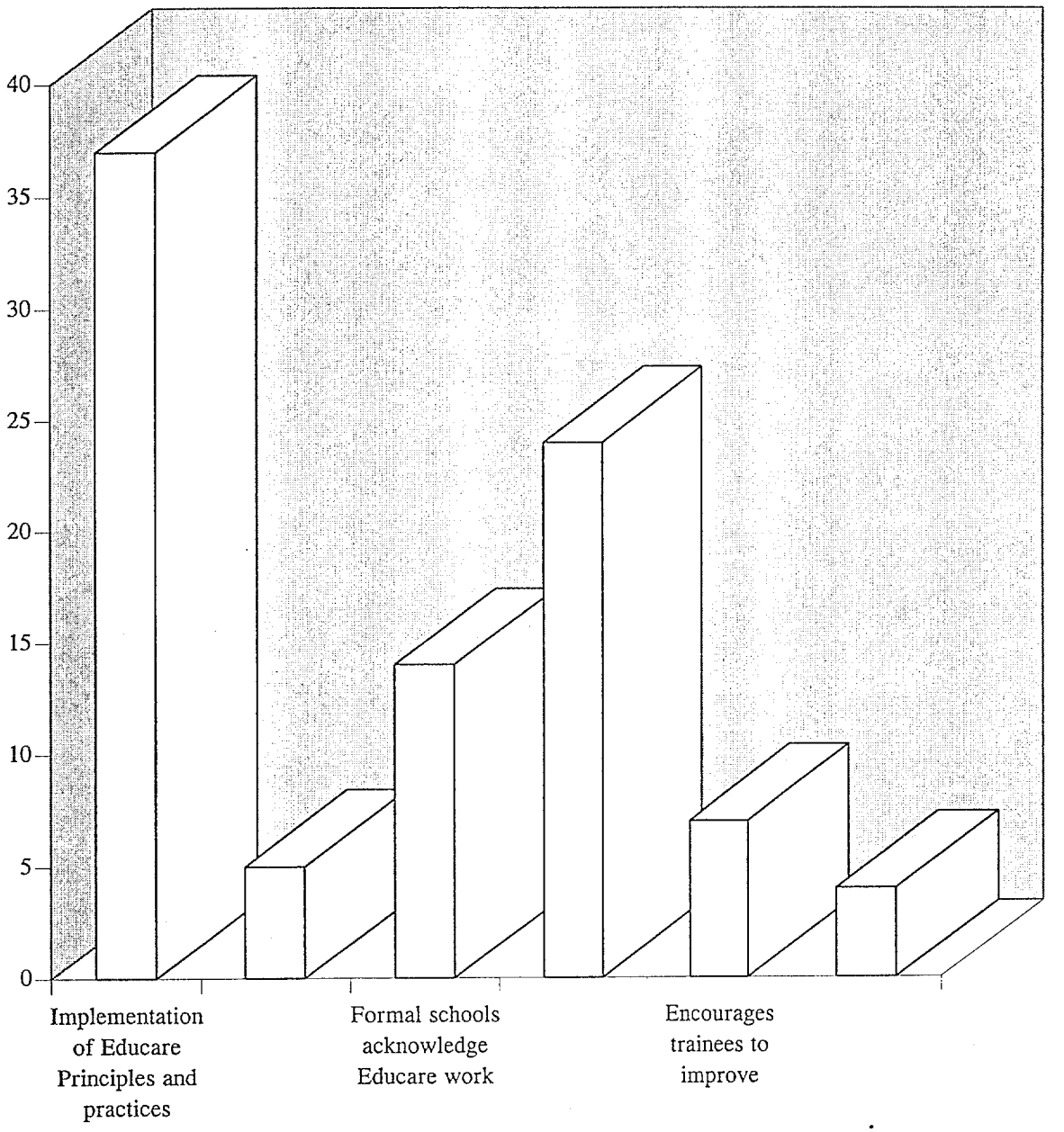
Despite positive impact of training on the quality of centres and teachers, trainers mentioned obstacles trainees had to overcome to attend training courses:

- In rural areas, where there is no efficient public transport system, most trainees travelled long distances to reach training centres,
- Where organisations charge fees for training, some trainees had difficulty paying,

- In one-teacher centres, the teacher could not attend training courses because there was no one to look after the children while she was away.

CHART 13

EVIDENCE OF IMPACT BY TRAINERS



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THE OVERALL IMPRESSION OF THE EFFECTIVENESS OF TRAINING

It would appear that, overall, the educare organisations involved in this study are successful in achieving the goals of their training programmes. As was pointed out earlier, a review of the literature revealed a number of key indicators of educare quality which are consistent with the core expectations of the assessed training programmes. Since the key dimensions of educare provision in centres reveal a strong relationship to training of teachers, it can be concluded that the training provided by participating educare organisations contributes to the provision of quality educare.

THE EFFECTS OF TRAINING IN RESPECT OF KEY VARIABLES OF QUALITY.

Effects of Training on Health and Safety of Children

Overall, there is a significant association between training and whether or not teachers were able to provide a healthy and safe environment for children. The percentage of teachers who were able to provide healthy and safe environments is reassuringly high for trained teachers. However, in this regard, the low percentages for untrained teachers, given the importance of health and safety in the care and development of young children, is somewhat worrying. The higher frequency of child-sized tables and chairs in the centres of trained teachers attested, in a very visible way, to the impact of training organisations. All the participating organisations provide training on the production of low-cost appropriate furniture for children. It is clear from this study that this aspect of training is extremely successful. Training organisations should take particular note of the two dimensions of health and safety which were observed to be inadequate in the case of a very large number of teachers (including trained teachers): "Have clean bedding"; and "Have clean toilets". Although these two dimensions were observed to be adequate in the centres of many more trained teachers than untrained teachers; the overall numbers were small compared to the percentages for other dimensions in this category. Maintaining clean bedding and toilets are labour-intensive

activities which are very difficult for teachers who work without the benefit of support staff or access to outside services - both of which applied to the majority of teachers observed. There was an absence of mechanical cleaning equipment (washing machines, vacuum cleaners, polishers, etc.) which may have made these tasks easier.

The mealtimes catered for, and the nature of meals served, revealed no clear relationship to whether or not the teacher had received any training. The instruments employed did not assess teachers' knowledge of nutrition; which is what the training programmes seek to enhance. It is therefore possible that teachers' may have adequate knowledge about nutrition but are unable, on account of a lack of financial resources, to translate this knowledge into practice. It is highly likely, given the economic profile of the centres, that socio-economic factors are exerting an overriding influence on nutrition; mediating the possible influence of training.

Effects of Training on Classroom Management and Environment

There is a significant association between training and teachers' ability to create an appropriate learning environment for children. The dimensions observed in this category are crucial for facilitating the intellectual and cognitive development of young children at educare centres. More trained than untrained teachers were aware of what materials and activities were developmentally appropriate for children at the centre. The programmes of all the participating organisations devote the largest proportion of time to training teachers in the appropriate arrangement and management of educare environments. It would appear that these aspects of training have been very successful as the overwhelming majority of trained teachers were observed to be implementing the core expectations of training. **It is also in this category that the findings show the greatest differentiation between teachers with basic training compared to teachers with advanced training.** In particular, many more teachers with advanced training, compared to teachers with basic training, were found to be using "developmentally appropriate materials"; "equipment (which) provides a wide range of experiences"; and to be facilitating "freedom and exploration by children". It appears that teacher abilities in these dimensions are more difficult to acquire and that more extensive

training (advanced training) is essential to make a difference to teacher effectiveness. **These three dimensions, as well as the others in this category, are extremely important for quality educare and their strong association to advanced training points to the importance of this level of training for the development of educare teachers.**

Training and related support by training organisations appear to be making a very important contribution to the range of educational materials present and teachers' abilities to create a stimulating environment for children. Trained teachers were found to have created learning environments that were enhanced through decorations, improvised materials, the use of children's own work, and the involvement of children in many different activities. These teachers managed to transform situations characterized by limited access to financial resources, into very colourful, vibrant, stimulating, and rich learning contexts. Training facilitates teacher involvement in materials development which serves to bring down the unit costs of production and, through encouraging a sense of "ownership", helps to increase the survival rate of material resources.

Effects of Training on the Quality of Classroom Interactions.

There is a significant association between training and teachers' abilities to facilitate appropriate interactions among children. Children in the centres of most trained teachers were seen to be playing happily together, sharing toys, talking and helping each other. These environments were conducive to developing the social skills of children at a very early age; thus facilitating the transition to early primary education.

While a larger percentage of trained teachers were able to display certain specific characteristics (as indicated in the presentation of findings) related to appropriate teacher/child interactions, observers found, in general, a high frequency of appropriate interactions for untrained teachers. This suggests that people who are recruited as teachers in educare centres enter with attributes which promote their effectiveness and/or that they acquire these attributes while in the job through processes other than training. Further

contributing factors could be their background of formal education and experience as educare teachers. It would be very reassuring indeed if this finding is widespread among educare teachers beyond the sample of this study, as these attributes provide a very conducive foundation for training aimed at improving the quality of educare.

Effects of Training on the Involvement of Parents and Communities in Educare Centres.

Training is significantly associated with teachers' abilities to involve parents and communities in the educare centres. The community was generally involved in more ways in the centres of trained teachers compared to those of untrained teachers. It is generally the women of the community who are involved in the educare centre. The most dominant mode of community contributions to centres is through the paying of fees, although some centres enjoyed significant non-financial inputs as well. Given that all the educare centres observed function in economically depressed areas, it may be worthwhile for training programmes to develop teachers' abilities to facilitate greater non-financial (in addition to financial) inputs from communities. The fact that most parents are involved in economic activities which take them away from the home during the day may make this difficult and would have to be borne in mind in developing such initiatives.

It is very instructive that the number of teachers whose centres have access to government, private, and other resources, is associated with whether or not the teacher received training as well as with the extent of training. It is probable that contact with training NGOs provide teachers with skills and entry to networks which facilitate their success in accessing resources.

The Difference in Behaviour and Abilities of Teachers with Basic Training and Teachers with Advanced Training

The findings convey a powerful message with respect to the difference between untrained teachers and teachers who have had some training. There is very limited differentiation in the findings between teachers with basic training and teachers with advanced training. A number of

important factors may have contributed to the findings emerging the way it did. First, and perhaps most important, the definition of the core expectations of training provided by the training agencies, which serve to operationalise the objectives of the different levels of training, did not clearly differentiate between basic training and advanced training. There was considerable overlap between the core expectations of the two levels of training. In most instances the difference was only in degree and not with respect to the introduction of a whole new skill that may be defined and operationalised in a manner that is mutually exclusive from the skill offered in basic training courses. Since the characteristics of educare quality, which formed the basis for the observations, were derived from these core expectations, they too did not clearly differentiate between the expected abilities and behaviours of teachers with basic training compared to teachers with advanced training. The resulting characteristics for the observations were therefore largely based on the core expectations that are covered in basic training. It is very likely, therefore, that a "ceiling effect" operated in that the instrument did not probe the additional behaviours and abilities which teachers may have acquired from advanced training. **This study, therefore, highlights the important need for NGOs to clarify the content of basic and advanced training programmes as well as how this content should be defined.**

Second, and related to the first point, it would appear that advanced training programmes, while focusing on the same areas of skills as basic training, seek to enhance the degree of effectiveness in these areas. It was pointed out, in the section on the methodology for this study, that the observation instrument used simply assessed whether a particular set of critical incidents were present during observation. The *degree* to which these critical incidents conformed to educare quality was not assessed. To illustrate, with respect to whether materials and equipment were developmentally appropriate, observers recorded either a "yes" or "no". No assessment was made of the *degree* to which these materials and equipment were developmentally appropriate. It is likely that, while the majority of teachers with basic and advanced training were observed to be employing developmentally appropriate materials and equipment, the degree of appropriateness differed between the two categories. The instrument did not assess this degree of appropriateness.

Given these two factors, one ***cannot*** conclude from the findings that there is no difference in the behaviour and abilities of teachers with basic training compared to teachers with advanced training. Further, with respect to certain observations (see, for example, findings related to the learning environment - Table 5) the frequencies for teachers with advanced training were consistently higher than those for teachers with basic training. Although these differences were not found to be statistically significant, the underlying trend suggests that the indicators of quality were found to be present more in the case of teachers with advanced training than teachers with basic training.

ALTERNATIVE EXPLANATIONS FOR THE PRESENCE OF INDICATORS OF EDUCARE QUALITY

Although the findings show a consistent and strong association between training and certain indicators of quality, it was important to assess whether other variables were also associated with these indicators of quality. In this regard, assessments were made of the relationship between overall performance and the following variables: teacher salaries; formal education background; and years experience as an educare teacher. The results of these assessments lead to some interesting conclusions.

- **Experience - except for those teachers with 0 - 2 years experience - appears to make little difference to overall performance of teachers in this study. No significant association was found between teachers' formal education background and overall performance. It is also significant that there was no clear association between the mean number of years of formal education and the level of training of teachers.** As was pointed out earlier, this seems to suggest that the relatively lower mean performance of untrained teachers may not be attributable to their formal educational background. The salary category of teachers also appeared to make no difference, except for teachers who fell into the 0-R200 per month category. In contextualising these findings, it is important to point out that untrained teachers are most likely to be earning the lowest salaries and to have the least amount of experience as educare teachers. This raises an important question for the study: what is the relative weight of these different variables in explaining the overall

performance of teachers? **The results of the multiple regression analysis carried out using performance as the dependent variable and experience, salary category and level of training as independent variables, suggests that level of training carries the highest relative weight in explaining differences in overall performance by teachers in the sample.**

- The findings show that untrained teachers have the least amount of years of experience as educare teachers, followed by teachers with basic training. Teachers with advanced training had the most experience. On the one extreme, teachers in the salary category 0-R200 per month had the least experience and, on the other extreme, teachers who earned more than R700 per month had the most average experience. This suggests that there is a very high turnover of teachers earning very low salaries, who are also most likely to be untrained. The retention rate appears to be highest for teachers earning more than R700 per month. **There is therefore a strong suggestion in the findings that salaries do play a role in influencing people's decisions to continue as educare teachers. It is important that this factor be borne in mind in the formulation of policy on educare teachers' salaries.**

- The finding that there was no significant difference between teachers of different formal education backgrounds with respect to overall performance has important implications for policy on the recruitment of teachers for educare. This study makes an important *prima facie* case for further investigation of the importance of formal education background in enhancing the effectiveness of educare teachers. **For the teachers in the sample of this study it would appear that training is a more effective means of improving overall performance compared to formal education background. This raises as important the need for the policy debate to address the merits of considering non-formal training of educare teachers as opposed to a sole emphasis on formal education background in the recruitment of educare teachers.**

The study did not make any assessment of the socio-economic status of educare centres or of the association of this variable to indicators of quality. However, anecdotal feedback from

observers suggest that centres which appeared to enjoy a relatively high socio-economic status tended to pay teachers more and tended to employ more staff, including support staff. One can assume that the management of such centres would be easier. The findings do show that the higher the level of training of the teacher in the sample, the more likely is it for the teacher to be earning a higher salary. Although this may suggest that teachers are being financially rewarded for undertaking additional training, this inference cannot validly be made from the data available. It may be that better resourced centres are able to pay teachers more and also have greater access to opportunities for training.

It is perhaps accurate to posit the view that training, as well as a range of other variables (such as years of experience; formal education background; and, particularly, the level to which the centre is resourced (socio-economic status), promote the provision of quality educare. Of these variables, it is likely that socio-economic status is an important intervening variable which, in the case of certain dimensions of educare provision (for example, as was suggested in the case of nutrition), serves as an overriding variable. Where depressed socio-economic status results in poor resource provision for the educare centre, training can have very little influence on dimensions such as nutrition.

Notwithstanding the possible influence of other variables on indicators of quality, this does not detract from the importance of training as demonstrated by the findings. These other variables operate in concert with training, probably having their positive influence optimized by training, to impact on the provision of quality educare.

IMPLICATIONS AND RECOMMENDATIONS

1. The findings show that the training programmes of the educare agencies involved in this study are making an important contribution to effectiveness of their trainees in enhancing and sustaining quality educare. Although this study did not compare the relative advantages of different forms of training it does suggest that nonformal training, of the type offered by the participating NGOs, is positively associated with indicators of quality which are identified as important in the literature.

2. The study raises the importance of giving due consideration to training as an essential component of an overall strategy for the development of quality educare provision in South Africa. The educare training NGOs have accumulated valuable experience and capacity to make an important contribution in this regard.

3. The study raises important policy questions about the relative weight that should be afforded to training - formal educational background, experience and salaries - in relation to issues such as teacher recruitment and retention within the context of enhancing and sustaining educare quality in South Africa. This study does not provide any categorical answers to these questions (it was not intended to do so), but it does make a case for their careful consideration and rigorous investigation in the process of policy formulation.

4. The relatively high association of training with overall performance of teachers, suggests that it may be a cost-effective route to enhancing educare quality in the context of financial constraints.

5. In general, it appears that the core expectations of training programmes identified by the training agencies are being realised at the level of practice. It is perhaps advisable for training agencies to give attention in the formulation of programmes to those variables where training appears not to have made a significant difference.

6. In some instances, such as the case of nutrition, it may be that the solution lies outside the scope of training and is contingent on finding solutions to intractable problems related to socio-economic status. Consequently, it needs to be stressed that government funding for feeding schemes is crucial for the health and educational development of young children in educare centres.

7. This study highlights the need for training agencies to develop clearly defined objectives for the different levels of training offered. The assessment of the effectiveness of training, particularly with respect to advanced levels of training, is very difficult unless these objectives are operationalised into clearly articulated, specific and, if possible, mutually exclusive core expectations.

8. A number of issues arise from this study which, if subjected to further investigation, will enhance our understanding of the importance and effects of the training of educare teachers. In particular, the following questions are suggested for possible follow-up investigations:

- What is the influence of socio-economic status, relative to other variables, on the quality of educare?
- What is the relative association of basic training and advanced training with variables of educare quality?
- Does monitoring and follow-up visits by trainers to educare teachers make a difference to teacher behaviours and abilities?
- Does the length of elapsed time from the last training encounter have an eroding influence on teacher behaviours and abilities?

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APPENDIX C

SYNOPSIS OF PARTICIPATING EDUCARE ORGANISATIONS

The seven educare organisations which participated in the study provide educare training to urban, rural and farm educare workers. Most teachers trained by these organisations are African and are from poor backgrounds. Following is a brief synopsis of each organisation:

THE ASSOCIATION OF TRAINING AND RESOURCES IN EARLY EDUCATION (TREE)

The Association of Training and Resources in Early Education (TREE) is a training agency which primarily focuses on educare training, support and follow-up in the entire province of KwaZulu/Natal. In 1985, TREE began as a non-formal educare training agency. Currently TREE works with more than 700 educare centres throughout the province and reaches nearly 30000 pre-school children per year. Training programmes (courses) are tailored to a variety of needs and contexts which make them available to a cross-section of potential and in-service educare workers. The trainees in the TREE programme come from urban townships, informal settlements and rural areas.

TREE has a number of training courses, which include, inter alia, the Foundation -, Inkulisa - , the School Readiness course and the TREE Higher Education Certificate (THEC). The courses are designed to provide trainees with the opportunity to proceed to subsequent levels of training as they successfully complete preceding courses. All these courses are aimed at literate educare workers who are accredited with certificates of competence after successful completion of the courses. Educare workers, who might be illiterate and who may not qualify to enter the mainstream courses mentioned above, are afforded the opportunity to attend Theme Workshops which take place once a month at a nominal fee.

COMMUNITY AND CHILD DEVELOPMENT CENTRE (CCDC)

The Community and Child Development Centre (CCDC) formerly Border Early Learning Centre, established in 1982, provides training, support and resources throughout the Border region (Eastern Cape) for the education and care of all young children. It promotes holistic community development using educare as a focal point and by involving parents, teachers, children and other organisations. Training programmes are suited to various needs and contexts and trainees come from rural, urban and farm areas. The CCDC offers three levels of training, namely: the Basic Educare Course, the Educare Development Course and the Specialised Educare Course. Entry requirements are different for each level. For the basic course, trainees are required to be literate, be working with young children, have little or no experience, have no pre-school training and have had minimal formal schooling. For level 2, trainees are expected to be literate, have experience in working/teaching young children and/or have had prior educare training and /or have standard 8 formal schooling. The level 3 trainee entry requirements are: successful completion of level 2 training and a keen interest in wanting to develop specialised skills in respect of leadership, management, children with special needs, facilitation, administration and financial management.

EARLY LEARNING RESOURCE UNIT (ELRU)

Early Learning Resource Unit is a development agency located in Cape Town which provides training, support and resources throughout Southern Africa to assist communities with learning opportunities for young children. Educare training is provided in urban and rural areas. Training programmes address educare workers on various levels of skill development and responsibility ranging from assistant educare teachers to the leaders of region-wide educare organisations. Training programmes are tailored to a variety of geographic and socio-economic settings. Some are distant training programmes. ELRU has developed curricula and materials for its training programmes, including a programme on anti-bias and second language learning. Since its inception in 1978, ELRU has played a major role in influencing policy formulation and implementation for the early childhood field. For the year ending, June 1993, ELRU had trained 547 participants reaching approximately 129 709 children.

NTATAISE EDUCARE TRUST

The Ntataise project started in the Viljoenskroon district of the north western Free State province in 1980. It is a training and resource agency that has adopted a developmental approach to initiate and support the establishment of Early Childhood Development (ECD) centres on farms. Currently, Ntataise training programmes are also offered in the Eastern Free State, the Eastern Transvaal Lowveld (Mpumalanga), the Northern Province, the Transvaal Highveld (Gauteng) and KwaZulu/Natal. Ntataise advocates the importance of ECD programmes and offers a training and support service for the teachers, but does not set up and manage ECD centres on the farms. The level 1 training programme offered by Ntataise consists of two phases, i.e. the Introductory Two-week Programme (phase 1) and the Workshop and Visit Programme (phase 2) which consists of 12 monthly workshops. It is designed for teachers on farms and small rural towns who have no experience in establishing educare centres. Educare teachers are awarded certificates of competence on completion of their training.

GRASSROOTS EDUCARE TRUST

The Grassroots Educare Trust was established in 1972 in Cape Town (Western Cape) to provide pre-primary teacher training; community development through activities aimed at developing empowerment; and the development and distribution of materials for community self-help. Through this training, Grassroots attempts to create confidence in adults, assist children in creating their own reality and to go to school as confident beings, and create a system that permits parents to help themselves. Since 1993-1994, Grassroots has initiated a national programme which extends beyond the Western Cape.

Teacher training programmes provided by Grassroots include Basic Educare and Advanced Educare. The Basic Educare programme serves para-professional educare teachers in educare projects mainly in the rural areas and in newly-urbanised communities, who have had little or no access to educare training. Practical, active learning experiences are offered in 20 workshops over one calendar year. Hands-on support and follow-up is offered in the form of observation and feedback. The advanced educare training programme is aimed at para-professional educare teachers of 3 - 6 year olds who have adequate reading and writing skills. The training is intended to build on a foundation of previous basic educare training and experience. There are 30 five hour training sessions of practical active learning and experiences held over one year. These sessions are followed up by regular observation and feedback on both theory and practice in the trainees' own setting. In 1994, 395 participants

had registered for educare training. Together with training courses for principals, other senior staff, cooks and organisational development, approximately 17468 children will be reached in the Western Cape.

SMALL BEGINNINGS

Small Beginnings, an educare teacher training agency was established in 1991. A chain of childhood training and resource projects in rural and peri-urban parts of Nelspruit, Tzaneen, Soshanguve and Ermelo (North-Eastern Transvaal) were established. Initially, these projects are run jointly by Small Beginnings and community-based management committees, but through a structured process of skills transference, staff and committees are empowered to take full control of the projects. Structured in-service training courses (Level 1), both residential and non-residential, are offered to grassroots educare workers. On-site visits to trainees provide support and reinforcement. After successful completion of the course trainees are awarded with certificates of competence. In 1993, 163 teachers were trained which impacted on the lives of 8590 children. Enrichment workshops are organised for parents, creche committees, junior primary teachers, social workers and nurses.

KHULULEKA COMMUNITY EDUCATION DEVELOPMENT CENTRE

The Khululeka Community Education Development Centre is based in Queenstown in the Eastern Cape, but its area of operation stretches from its immediate surroundings in the former Northern Ciskei, Western Transkei, Northern Border Region and the North Eastern Cape. The Early Childhood Development team at Khululeka promotes and advocates the establishment of programmes, facilities, training, support and resources for the provision of early childhood development, education and care. The training agency offers several educare training courses to predominantly rural trainees who acquire skills, knowledge and information which enable them to sustain their endeavours, aspirations and objectives. All training and support programmes are offered in localised forums to ensure the dissemination of resources and information to isolated and marginalised communities. Since its inception in 1989, there has been a consistent increase in the number of participants trained at Khululeka. For example, in 1989, a total of 50 educare teachers were trained and currently (1995) there are 546 registered trainees. The latter figure impacts on approximately 21 840 children.

APPENDIX D

DESCRIPTIONS OF REPRESENTATIVE EDUCARE CENTRES

A TEACHER WITH ADVANCED TRAINING WHO WORKS IN A MODERN EDUCATIONAL FACILITY

The Milkafrica Pre-school is in the Inanda Newtown area, near Durban. The teacher had six years of teaching experience and completed three training courses. The topics most important to her were classroom management, parent and community involvement and health and safety. The last training course was completed in November 1994. She completed Standard 8. As the supervising teacher, she earned R300 per month while her teachers, teacher assistants and the cook earned R250. The yardman earned R200.

The pre-school has 90 children enrolled. Only five were absent the day that we visited. There were 40 boys and 50 girls in the pre-school. They were divided into three groups: Group 1-2-3 years old; Group 2-3-4 years old; and Group 3-5-6 years. The supervising teacher taught Group 3. She was concerned that the pre-school was not receiving food donations anymore. Per month the food costs R2000. Also, the men and women in the community were not supporting the pre-school, except for the parents who donated waste materials.

Teacher's Approach to Her Children

The teacher is positive in her approach to the children. She calls on the boys and girls equally and involves all of the children. She quietly reminded one child who was misbehaving of her expectations for him. While in the classroom, we observed the teacher leading the children in counting objects in English. She sat on the rug with the children as they went through the numbers lesson. She encouraged the children to clap for other children when they gave correct responses. Most of the children's responses were in unison. The teacher was very warm when responding to the children. There was lots of laughter and the children appeared to be happy and having fun. The teacher was very professional in her appearance with a blue silk blouse and brown skirt and low-heeled shoes.

Most of the time that we observed the children were in the play yard. The teacher stayed with the children who were swinging. She reminded them to take turns and to share the swings. She had each child count to ten in English the number of swings taken. When ten was reached the child had to give up the swing to another child. The children could change their play activities at will.

Centre Environment

This was a beautiful building. It was very modern because it had electricity, wash basins and indoor toilets. The kitchen had an electrical stove for cooking. The pre-school was large and clean. There were four rooms: two classrooms, storeroom; kitchen; and a veranda that ran across the front of the pre-school. Group 1 children were housed in a smaller non-attached nursery building.

In the supervising teacher's classroom, posters and children's work was displayed on the walls. Learning materials and charts were artfully displayed by using chart paper and colourful paper borders. The lettering on the signs and labels were skilfully executed in Zulu and English. Table arrangements for the learning areas were neat and thorough with their communication of information. There was learning area with pictures, a drum, and animal skin and bowl that related to African tribal information. This learning area was not observed in the other

classrooms. There were tables with wooden puzzles, games and books. A rug of joined green and brown carpet squares covered wall to wall one-half of the very large room. Across the wall was the Make Believe area with play furniture. In the other half of the room were four long children's tables holding games, puzzles, crayolas and paints. There were childsized chairs and tables. Shelved holding materials divided the tables in half. The room had lots of light because there were many windows in the building and there were electric lights, if needed.

Yard Environment

The yard was well maintained by the yardman. There was lots of grass. Inside the fenced yard was an abundance of commercial outdoor equipment and toys --- slides, swings for little children, swings for larger children "jungle gym", a large drum to crawl through, water tables filled with water and water toys, tricycles and scooters. There was a huge truck tyre filled with sand for a sand lot.

Summary

The pre-school setting was quite attractive because it had all of the amenities. However, it was the room arrangement training that the teacher implemented in setting up her room that made her classroom quite attractive. The neatness and cleanliness of the room and the professional display for children's work and educational information made this pre-school a special one to visit and observe.

TEACHER WITH ADVANCED TRAINING IN A MODERN FACILITY

Background

The Mini Creche in Inanda which is east of Durban serves 98 children who were principally ages 4 to 5 years old. The teacher we observed had standard 8 education (grade 10 in the United States). The teacher been teaching for six years. She attended and completed four early childhood training courses offered by TREE. On the basis of having completed these four courses, this teacher was judged to be advanced in her training. The last course that she completed was in 1992 and she could not decide which training courses proved to be most important to her in her classroom.

The teacher was neatly dressed in a light blue casual outfit and wore low-heeled shoes. Her attire made it easy for her to sit on the floor with the children. She is paid 250 Rand per month and feels that working with children in the creche is her life's work. She likes the centre and enjoys being there. The day that we visited, there were 23 children in her class, 14 girls and 9 boys.

Teacher's Approach to Her Children

In a calm and quiet way, this teacher guided the boys who were not playing properly with the blocks to more appropriate behaviours. In the ring (sic-circle of children seated on the floor), with her questions, she involved boys and girls equally. The teacher involved all of the children in the ring activities. She verbally complimented the children when they responded properly and hugged and touched the children to show her approval of their behaviour. She encouraged the children in her class to clap for the children who responded with a correct answer. This teacher smiled and laughed a lot as she interacted with the children. We had the feeling that she was happy being with the children an teaching them.

Teaching Strategies

In an analysis of the teacher's guided activities during the ring and free play, all of the children's activities were focused on developing their cognitive and social abilities.

Social. While eating their porridge snack, the teacher had one child assist her in serving the porridge. The children were seated on the floor while they quietly and carefully ate their porridge. When asked to tidy up, the children piled the bowls and spoons neatly.

Children's Engagement. When it was time for Free Play, the teacher guided the children to think, decide and describe what they were going to do. During the Free Play, a child who was not occupied with an activity was brought back into the structure of the classroom. The teacher brought a book to the child and requested that the child begin to look at the pictures. Language usage was encouraged. For example, there were lots of children playing in the blocks area. The teacher asked these children many questions in their African language about what they were doing and waited for their responses.

English Language Development. During the ring, the teacher led the children in singing group songs, reciting and chanting in English. This gave the children practice in using the English language. The children sang songs about the spatial concepts of up and down, round and round, backward and forward, and sit down. They recited the days of the week in unison and sang a good morning song in English. All of these language activities were implemented with ease and flowed from on to another when led by the teacher.

Centre Environment

This is a centre with five rooms --- babies room, kitchen, smaller children's classroom, and the classroom for larger children, and a small store for the community. This was the classroom that we visited. It was one very large room divided for two classes. This classroom was well equipped with child-sized furniture and toys. Equipment, toys and learning materials were abundant.

The floors of the centre are concrete, however, in the large classroom an area in the centre of the room was covered with green carpet squared for the children and the teacher to sit on. Both the floor and the carpet squares were very clean. In addition, this room had seven windows and two doors to the outside, and provided light and air circulation.

Scanning the room, there were learning centres arranged in the room -- Fantasy area, Quiet area and Creative area. The Fantasy area had a miniature clinic, pre-school, and post office. There was child-sized furniture --- an ironing board and iron, a bed with bedclothes and a chair. There were shelved that held dishes, shoes and pocketbooks, food and other articles. In the middle of the Fantasy area was a table with four chairs. In the Quiet area there was a table that held holding children's books. The children took the puzzles and books to the carpet squares to play and to "read." The Creative area had a small table holding art supplies --- crayons, pencils and paper. There were three child-sized tables with four chairs at each table. Additional art supplies were on each of these tables. During free play, the children chose to go to the area or areas of their interest.

The arrangement of the classroom and the furniture, equipment, books and toys showed evidence of the teacher's training and appeared to enable the teacher to use her early childhood training effectively.

Yard Environment

The play area used by the children was mostly dirt. There were tyres that defined that play area were swings, a slide, tyres and a bathtub for water play. There was a detached room with eight toilets.

TEACHER WITH ADVANCED TRAINING IN A FOUR-ROOMED HOUSE

Background

The Nomzamo Centre at Zwelidinga is in the Queenstown area of South Africa. Queenstown is inland and directly west of East London. The area is rural and semi-desert. There are many cattle ranches. It was dry and hot at the time of the year that we visited. The road to the centre was dusty, rocky and unpaved. The centre serves 144 children, ages three to six years. Boys number 84 and girls 60, however on the day we visited, there were 108 children present.

The teacher completed the Standard 6 school level (grade 8 in the United States). She had been teaching for five years and had completed two training courses. For two days per week for two years she attended the training courses at Khululeka in Queenstown. Her last course was completed in June 1994. She identified classroom management, parent and community involvement and materials development as the course topics most important to her training. She has received no salary for her five years of teaching. She was dressed according to the local mode with multiple layers of clothing and her head covered with head scarf. She had one assistant teacher and two helpers in the classroom for the large number of children. She reported that she liked the children and pre-school work but had concerns about the limited finances available to run the centre and the lack of fund to pay her a salary for teaching the children.

Teacher's Approach to Her Children

This teacher involved all of her children and called upon boys and girls equally. She was observed hugging and touching children as she interacted with them. Because it was the beginning of the school year, one child was crying in the classroom because he wanted to go home. The teacher hugged him and talked quietly to him.

Teaching Strategies

The teacher led the children in singing song and chants and played number and letter games in the ring. During free play, the teacher joined the children in their play by helping children as they pretended to pour tea for each other. Responses (language tone and actions) to the children by the teachers and her assistant were warm.

Centre Environment

This centre was a clear demonstration of how a centre can be transformed into an outstanding learning g environment because of how the teacher applied her training in how to develop materials. Using waste materials because purchased resources were not possible, this centre was as enriched or more enriched that the centre furnished with commercially-built toys and equipment.

The centre was formerly a small four-room residence used by a teacher. The rooms were painted a dark and bright green. May toys and learning materials were available in the rooms. Most of them were made by the teacher and her assistants. There was lots of children's furniture in three of the four rooms. The furniture was made by the teacher and her assistants from waste materials (i.e., paper and flour starch). This furniture was sturdy and colourful --- painted white and trimmed in red. One room was bare except for a rug for children to sit on to allow space for ring activities and other group work with their teacher. However, it was still crowded in the room with so many children. If all the 144 children had been present, it would have been extremely crowded. In each room there were multiple windows and lots of light.

One room had a series of science table across one wall with object and printed labels above the objects. Also in this room was a theme table and a paper puzzles (made by the teacher and assistants) table and a table with library books. Small rag rugs (teacher-made) were scattered on

the floor. Another room was dedicated to being a fantasy room. There was play furniture, tables and chairs, a bed, and cupboards filled with play articles. The fourth room was devoted to learning centres with tables and shelves with materials that matched the learning areas.

Yard Environment

The play yard was fenced. The play area was clean and well-equipped with teacher-made toys. these toys were made of waste materials. Pieces of wood were used as blocks, 1/2 plastic bottles for scoops, tin cans for ball toss, whole plastic bottles for small tanker trucks, etc. Larger trucks were made from boxes using small round cans for wheels.

A TEACHER WITH NO TRAINING WHO WORKS IN A HOME-BASED CRECHE

Location of centre

The Emaweleni Creche is a home-based centre which is situated in Umlazi, a sprawling township, south of Durban. Normally, thirty-three children (19 boys and 14 girls), aged between one and four years, attend but on the day of the observation, only nine children (5 boys and 4 girls) were present. The majority of the children were absent because their older brothers and/or sisters were on school vacation, which usually means that they take on the responsibility of taking care of their younger siblings.

Centre environment

The sitting room of the house served as the classroom. The room was furnished with a lounge suite consisting of two settees, an entertainment centre with a television and a floor rug. The walls were bare and there was no physical evidence of any children's activities, for example, artwork. There were no child-sized tables or chairs visible anywhere in the centre. During the observation the children sat on the settees on which the teacher placed them (many of the children were too little to climb on to the settees themselves). Children slept on blankets on the floor when it was rest time. There were no specially designed child-sized toilets. Children, who were able to use the toilet, used the family toilet.

The "classroom" did not resemble a child-centred environment in any way, in that, there were no indications of designated learning areas or any evidence of equipment, materials or toys. The only physical evidence, besides the group of children lined up on the settees, that a pre-school/creche was being run in this house, was an attendance register.

The yard environment was as bleak and sparse as the indoor environment. The yard was fenced and a large locked gate kept the children confined to a safe place. There were no outdoor toys and equipment. During the observation the children did not go outside.

The centre does not have any special cooking facilities and meals are prepared in the family kitchen of the house.

Profile of the teacher

The teacher observed had completed standard nine (11 years of formal education) and had been involved in early childhood care since 1994. The teacher had no training in Early Childhood Development. She did however express an interest in training. She heard about TREE, an educare training agency in Durban, from other educare workers but she did not know how to go about registering for a training course. The teacher expressed grave concerns about the monotonous food that the children were served ("rice everyday") as well as the lack of indoor and outdoor equipment. The teacher did not have any knowledge about whether and/or to what extent the local community was involved in the centre. The owner's domestic help assists the teacher with cooking duties. The owner of the creche pays the teacher R100 per month from the fees of R25 per month that the children's parents pay.

Teacher's approach to the children

During the observation, the teacher did not direct the children in any activities. Despite being told that she should carry on with her usual activities, the teacher's priority was to keep the children quietly seated. She spoke to all the children in Zulu and they reacted by looking at her without saying anything. The teacher responded by comforting a crying child with a hug and kept this child on her lap until the child fell asleep. The teacher was kind and attentive towards the children but she did nothing tangible or concrete to stimulate them into any activity nor did she encourage them to interact with each other. From the observation and the interview, the impression gained is that the teacher is more of a child-minder than an educare teacher.

In spite of the developmentally and physically unstimulating environment, the teacher appeared to be outwardly pleasant.

APPENDIX A

OBSERVATION PROTOCOL

EDUCARE OBSERVATION PROTOCOL

1. Teacher Name(s)_____

2. Centre Name:_____

3. Centre Location_____

4. Observer Name_____Date_____

5. Time Observation Began_____Time Observation Ended_____

THE CENTRE:

1. Please make a tick in front of each thing the centre has:

___A clean classroom
___A schedule/plan for the activities that the children do during the day
___Child sized tables and chairs
___A place for children to lie down
___Clean bedding for them to use to lie down
___A safe place to play outdoors
___A clean bathroom
___Colourful decorations on the walls
___Books for the children
___How many books are there?
___Toys/games for the children: please list some of the toys/games
___Educational materials
___Learning areas

RUNNING THE CENTRE

2. Please make a tick in front of each thing the centre has/does:

___A place to cook food
___Serves breakfast: (Specify: _____)
___Serves snacks (Write down what food was given for snacks)
_____
___Serves lunch (Write down what food was given for lunch)
_____

Comments:_____
_____

THE TEACHER:

3. Teacher - Child Interaction:
   ___ 1. Teacher calls on boys and girls equally
   ___ 2. Teacher calls mainly on girls
   ___ 3. Teacher calls mainly on boys
   ___ 4. Teacher provides praise to all children
   ___ 5. Teacher provides praise mainly to girls
   ___ 6. Teacher provides praise mainly to boys
   ___ 7. Teacher involves all children

4. How does the teacher discipline the children (tick all that apply)?

   ___ 1. No discipline observed
   ___ 2. Yells at the child
   ___ 3. Hits the child
   ___ 4. Punishes the child
   ___ 5. Quietly reminds the misbehaving child of the rules
   ___ 6. Separates the misbehaving child from other children
   ___ 7. Other: (Specify:) _____

5. How does the teacher praise the children (tick all that apply)?

   ___ 1. No praise observed
   ___ 2. Compliments the child
   ___ 3. Hugs/touches the child
   ___ 4. Gives the child a reward (i.e.more food, sweets, etc.)
   ___ 5. Other (Specify:) _____

6. Does it appear that the teacher follows the daily schedule?

   ___ 1. Yes ___ 2. No ___ 3. Can't tell

Comments: _____

_____

14. Draw the classroom arrangement.

15. Describe the classroom environment.

16. Describe the external environment of the classroom.

17. Describe the teacher's appearance.

8. Were the materials and equipment developmentally appropriate? Yes___No____ Why?

9. Did the materials and equipment provide a wide range of experience? Yes____No___
Why?

10. Was the environment rich and stimulating? Yes___No____
Why?

11. Did the teacher allow freedom and exploration by the children? Yes___No____
Why?

12. Was the interaction between teacher and children appropriate? Yes___No____
Why?

13. Was the interaction between children and children appropriate? Yes___No___
Why?

14. Draw the classroom arrangement.

15. Describe the classroom environment.

16. Describe the external environment of the classroom.

17. Describe the teacher's appearance.

APPENDIX B

QUESTIONNAIRE

EDUCARE QUESTIONNAIRE

1. Teacher Name_____Training Level_____

2. Centre Name_____

3. Centre Location_____

4. Number of assistants at the Centre_____

5. Observer Name_____Date_____

6. Time Observation Began_____Time Observation Ended_____

DEMOGRAPHICS

7. Gender: ___ M ___ F

8. Please tell me what your age is within the following ranges:
   ___ 1. Under 25
   ___ 2. 26 to 35
   ___ 3. 36 to 45
   ___ 4. 46 and over

9. Level of Education: _____
(Please tell me what the last standard/class your completed.)

10. Number of years of teaching experience: _____
(Please tell me how many years of teaching experience you have.)

11. Number of training courses attended: _____

12. Number of training courses completed: _____

13. Which three training topics were most important to you?

   ___ 1. Classroom management
   ___ 2. Parent or Community Involvement
   ___ 3. Materials development
   ___ 4. Administration and management
   ___ 5. Health and safety
   ___ 6. Antibias
   ___ 7. Other: (Specify:) _____

14. Date last training course completed: _____

CENTRE MANAGEMENT AND RESOURCES

15. What resources are available to this centre? (Financing, equipment, toys, furniture, waste materials, etc.)

Government:

Private Sector:

Fees(Specify how much per child):

Other:

Comments (if any):

16. What are your general comments about the Centre?

17. What are your concerns about the Centre?

18. How many members of the management board/committee are from the local community?

19. Name other projects in which the local community and the educare centre staff are working together.

20. List the ways in which local men and women are involved in the centre.

21. In running the centre, how does the Centre plan for and seek local community help?

22. In running the centre, how does the Centre use other available materials and waste materials?

23. How many times have you been observed by a trainer?

24. How many children does the Centre serve normally?

How many children are in the Centre today?

Boys_____Girls_____Total_____

Comments:

25. What range of ages are the children?_____

26. Who pays your salary?

27. How much are you paid?

7. CLASSROOM ENGAGEMENT

Look at the entire class. Observe them for 5 minutes during a Large Group Activity, for 5 minutes during a Small Group activity, and for 5 minutes during Free Play. Tick off what the majority of children are doing when they are engaged in learning activities(A). Tick off what the minority of children are doing when they are disengaged(B).

Behaviour	Large Group	Small Group	Free Play
Group A:Engaged			
Played with books			
Played with toys			
Ate			
Played with other children			
Spoke with/Calls to teacher			
Cleaning up on their own			
Sings songs/chants			
Did art/writing/colouring			
Played number/letter games			
Other			
Group B:Disengaged			
Sat quietly doing nothing			
Played alone			
Isolation/time out as punishment			
Fought with other children/child			
Other			

8. Were the materials and equipment developmentally appropriate? Yes___No____ Why?

9. Did the materials and equipment provide a wide range of experience? Yes____No___
Why?

10. Was the environment rich and stimulating? Yes___No____
Why?

11. Did the teacher allow freedom and exploration by the children? Yes___No____
Why?

12. Was the interaction between teacher and children appropriate? Yes___No____
Why?

13. Was the interaction between children and children appropriate? Yes___No___
Why?