

Training Guidelines for the Social Sector



public works

Department:
Public Works
REPUBLIC OF SOUTH AFRICA



EXPANDED PUBLIC WORKS PROGRAMME

Foreword

In Expanded Public Works Programme (EPWP) Phase 2 training has been prioritized in identified programmes to ensure that optimal value will be added to the lives of beneficiaries.

The EPWP Social Sector is a sector where social capital is formed, the originator for all other forms of capital, however, we wish to define it, (Robert Putnam, 1993). He concluded that the presence of social capital and the vibrancy of civil society is a key determinant for socio-economic development and political democracy. The strength of social capital and the vibrancy of civil society is a much more reliable indicator for future economic growth. Whatever the arguments for and against, it must be acknowledged that there is something in the social sector that holds the potential to stimulate growth. It is for this reason that the Social Sector reports to the Social Capital and Human Development Clusters of the South African Government.

As a sector, the EPWP Social Sector has acknowledged the critical importance of training for the different worker categories operating in its programmes as “volunteers”. Without skilled workers, sector programmes will not achieve service delivery in accordance with set norms and standards. The quality of services would be compromised and this would constitute an indictment to the sector. The short-term goals include improvement of service delivery with the ultimate purpose being to ensure improved social capital with an ability to contribute to a vibrant civil society for future economic growth as mentioned by Robert Putman.

The sector has set an overall training target of 150 000 to be achieved in the remaining 2½ years (2011/12 - 2013/14) of EPWP Phase 2. A coordinated approach to facilitate training implementation is therefore of critical importance.

In 2008, the sector initiated a painstaking process to develop training guidelines to achieve a well-coordinated training approach. Major institutional changes in respect of government training mandate delayed the finalization of these guidelines. Needless to say, broad sector stakeholder departments and consultations with training experts assisted the sector to overcome the challenges initially experienced, and the EPWP Social Sector Training Guidelines were finally developed.

These training guidelines are developed to enable the EPWP Social Sector training facilitators in all spheres of government to drive training acquisition among EPWP Social Sector beneficiaries. They aim to enhance a good understanding of legislative frameworks and requirements on training among critical role players such as the Sector Education and Training Authorities (SETAs), the Department of Higher Education and Training (DHET) as well as other government departments, funding approaches for training and monitoring and reporting on training.

It is therefore anticipated that these guidelines will succeed in the purpose to achieve the training objectives of the sector and help it to contribute towards building sustainable social capital.



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EXPANDED PUBLIC WORKS PROGRAMME

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Glossary of Terms

TERM	DEFINITION
Accredited training provider	A training provider who has obtained accreditation through the relevant Education and Training Quality Assurance body. These training providers are accredited for specific qualifications and unit standards and they have course materials which are aligned with NQF standards and requirements.
Assessment (specifically for training aligned to unit standards and qualifications)	The practice of designing formal tasks for students to complete and making inferences from and estimating the worth of their performances on these tasks. Assessment can also be understood to be a form of research that aims to find out what students know, understand and can do. In terms of outcomes-based approaches, assessment is a process during which evidence of performance is gathered and evaluated against agreed criteria. It allows the assessor to make a judgement of competent or not yet competent. Assessment is both formative and summative in nature and usually takes the form of a Portfolio of Evidence.
Assessor	The term assessor is applied to facilitators, teachers or trainers who have the responsibility of deciding whether a candidate meets the learning objectives or outcomes. Part of the assessor's role is to observe learners undertaking practical assignments, recording results, assessing using different methods of assessment and acting as a coach and role model for learners. The attitude and behaviour of the assessor is crucial to the success of the programme. It is an encouraging and motivating role with a positive manner towards the learners.
Assessment Criteria Assessment methods	A description of the steps that must be taken to achieve an outcome. The instrument(s) selected to assess a specific outcome. This could be, e.g. in the form of: <ul style="list-style-type: none"> • Written tests (such as short-answer questions or multiple choice questions). • Skills tests. • Observation of learner performance. • Products arising from learner performance. • Assignments or projects. • Essays. • Reports. • Questioning a learner and recording replies.
Candidate / Learner	The person who is studying and being assessed against a particular unit standard or qualification.

Competence	<p>In learning, applied competence is a combination of three types:</p> <ul style="list-style-type: none"> • Fundamental: understanding what you are doing and why • Practical: knowing how to do things, ability to make decisions • Reflective / Reflexive: learn and adapt through self-reflection; apply knowledge appropriately and responsibly <p>In the context of work, competence describes to a person's capacity meet the requirements of a specific post. Competence relates to the outcomes which would define effective performance.</p>
Competency	<p>A competency refers to a mix of skills, related knowledge and attributes to produce a job or task to a set standard. Competencies are aspects of the person that enable him/her to be competent. People demonstrate competence by applying their competencies within the work setting.</p>
Course	<p>This is used to refer to a component of learning that can stand alone, as in a short skills course or as part of a programme that is organised around themes in a particular field of knowledge. A course can address specific outcomes of one or more unit standards depending on the nature, scope and range of competencies under consideration.</p>
Curriculum	<p>Narrow definitions are limited to formal descriptions of either academic offerings of specific programmes or the whole range of programmes on offer. Viewed holistically, curriculum includes all the planned activities, as well as the unplanned, hidden, philosophical and organisational aspects.</p>
Education, Training and Development Practitioner (ETDP)	<p>A registered person, who demonstrates the ability to perform a specific task or relevant role in the education, training and development of learners within the context of a national Qualifications framework.</p>
Expenditure per work opportunity	<p>Total project cost divided by work opportunities created</p>
Experiential learning	<p>The process of making meaning from direct experience. Learning by doing. Learning based on experience obtained from working in a workplace.</p>
Government expenditure	<p>Money actually transferred to projects and supporting infrastructure but excluding government administration costs</p>
Integrated assessment	<p>Within OBET Systems, integrated assessment means that a number of types of assessment can be used either alone or in combination. The major types are: Diagnostic; Formative; Summative and Evaluative.</p>
Learning programmes	<p>Learning Programmes comprise of one or a combination of courses, modules or units of learning (learning materials combined with methodology) by which learners can achieve agreed learning outcomes spelt out in standards.</p>

Learner	<p>A person who is being taught or trained. They could be:</p> <ul style="list-style-type: none"> • An adult learner in a college or other educational institution. • An adult trainee in the workplace. • A young person at school or college. • A young person learning at the workplace.
Learnerships	<p>A learnership is a formal agreement of structured learning and work experience between an organisation/company and learner, leading to a formal qualification. A full National Qualification led by a demand in the workplace and ensuring employability by incorporating practical skills with the right theory. The true learnership has strict legal requirements as laid down by the Skills Development Act.</p>
National Qualification	<p>A nationally recognised qualification made up of unit standards.</p>
National Qualifications Framework	<p>The current NQF is essentially a quality assurance system for the development and registration of standards and qualifications in South Africa. Its objectives are to:</p> <ul style="list-style-type: none"> • Create an integrated national framework for learning achievements • Facilitate access to, and mobility and progression within education, training and career paths • Enhance quality of education and training • Accelerate the redress of past unfair discrimination in education, training and employment opportunities • Contribute to the full personal development of each learner and the social and economic development of the nation at large <p>The current NQF has ten levels – level one is the simplest and level ten is the most difficult. The levels can also be related to the formal education system. For example NQF levels 1, 2, 3 and 4 can be related to Grade nine, ten, eleven and twelve in the education system.</p>
National Standard	<p>The standard of competence required for a national qualification.</p>
National Skills Development Strategy	<p>The National Skills Development Strategy. The strategy of the Department of Labour which sets targets for SETAs, provinces and other implementers.</p>
Occupation	<p>A person's regular work, profession, job, or activity for which they are remunerated.</p>
Outcomes-based education and training (OBET)	<p>It is a learner-centred education, training and development system, which is aimed at achieving outcomes through individual learning and development.</p>

Pivotal Programme	“Pivotal programmes are those ‘Professional, Vocational, Technical and Academic Learning’ programmes that meet the critical needs for economic growth and social development. They are also programmes that generally combine course work at universities, universities of technology and colleges with structured learning at work. This is achieved by means of professional placements, work-integrated learning, apprenticeships, learnerships, internships and the like. To achieve this goal, there must not only be improved access to, and success at post-school learning sites, such as universities and colleges, but there must also be <i>structured bridges to the world of work and quality learning upon arrival there.</i> ”
Provider	A provider is a body which delivers learning programmes that culminate in specified NQF standards or qualifications and/or manages the assessment thereof.
Portfolio of Evidence	All the proof collected to show that the unit standard has been met. This is a structured and detailed record of the learner’s performance.
Qualification	A planned combination of learning outcomes with a defined purpose or purposes, intended to provide qualifying learners with applied competence and a basis for further learning. A qualification also means the formal recognition of the achievement of the required number and range of credits and such other requirements at specific levels of the NQF as may be determined by the relevant bodies registered for such purpose by SAQA.
Quality criteria	Performance standards against which evidence for attainment of outcomes towards specific requirements - determined by legislation and/or operational procedures (synonymous to quality standards) - are measured.
Recognition of Prior Learning (RPL)	Recognition of Prior Learning is a means of recognising what individuals already know and can do. RPL is based on the premise that people learn both inside and outside formal learning structures (including learning from work and life experience), and that this learning can be worthy of recognition and credit in formal educational contexts. RPL is used extensively in higher education situations where applicants are seeking admission to a course, advanced standing for a course or credits towards a qualification. RPL can also be used by those seeking entry to a particular field of employment, promotion or self-employment.
Sector Education and Training Authority (SETA)	Is a body established under the Skills Development Act (in some African countries), whose main purpose is to establish and promote learnerships/skills programmes, approve workplace skills plans, allocate grants and monitor education and training in the sector. Skills programmes will carry credits towards a qualification registered on the NQF.

Skills Programme	Programmes that are occupationally based and - when completed - will constitute credit a number of credits towards a qualification registered in terms of the NQF. A 'stand alone' award within a full National Qualification providing a learner with an economically viable unit of learning.
South African Qualifications Authority (SAQA)	In terms of the SAQA Act (1998), the primary function of SAQA is to oversee the development and implementation of the National Qualifications Framework. SAQA has two major functions, namely, standards setting function and quality assurance function.
Social Sector Cluster	National Departments of Health, Social Development and Education
Summative assessment	Assessment carried out at the end of the learning period, and is used to confirm that candidates have met all the competence requirements. It requires the collection of sufficient appropriate evidence on which to base a judgement about achievement against the relevant National Standard. An assessment made to determine the final level of achievement. This is not necessarily the end of a complete learning programme but could be at the end of a particular stage in it e.g. the end of a learning module on a specific subject that will not be assessed again.
Trainer (Facilitator)	The person who is bringing the trainee (or learner) to the desired state, or standard, of competence.
Training day	At least 7 hours of formal training. Formal training is further categorised as literacy & numeracy, life skills, vocational skills and business skills. This includes the assessment of prior learning of work seekers.
Unit standard	This is a registered statement of desired education and training outcomes for which a learner will receive credit.
Work opportunity	Paid work created for an individual on an EPWP project for any period of time. The same individual can be employed on different projects and each period of employment will be counted as a work opportunity.
Workplace	This is where learners on a learnership will work to gain practical experience in their area of speciality. A place of work for individuals.

Section 1

OVERVIEW



1.1 INTRODUCTION TO THE GUIDELINE

This Guideline will be used by public body officials responsible for implementing the Expanded Public Works Programme (EPWP) Social Sector training. It provides relevant tools and information to inform the effective planning, management, implementation and monitoring and review of training in general, and of EPWP social sector training, in particular.

The first three sections of the document outline the background to the social sector, training legislative framework and exiting roles and responsibilities in the sector. Section four and five provide the generic project/programme implementation tools and information while the remaining sections deal with information specific to EPWP social sector programmes.

1.2 BACKGROUND

The Social Sector Programme is one of four sectors of the Expanded Public Works Programme (EPWP). This sector is designed to provide marginal communities with a combination of skills training and work experience, thereby contributing to employment creation and poverty alleviation. The other sectors are Infrastructure, Environment & Culture and Non-State. Established government structures and public funds are to be used to implement the EPWP.

The Social Sector Plan (SSP) identifies two areas of focus for the first phase of implementation. They are:

- 1) Home/Community Based Care (HCBC), which incorporates the provision of a range of care giving in home-based health and socially related services; and
- 2) Early Childhood Development (ECD), which deals with the provision of care/ schooling for children between the ages 0 to 4 years.

The Sector has completed a study outlining additional areas for expansion. These area of expansion (programmes) have been added as part of EPWP Phase 2 and are captured in the SSP. These programmes include community safety programmes, other HCBC related programmes and other social services related programmes in DBE, DOH, DOSD, DSRSA and DS&L. This guideline will serve as a training facilitation tool for all these programme as well.

The designated implementers of social sector training programme are the corresponding provincial departments of a designated Social Sector Cluster of five national government departments, i.e.:



In addition, implementation is also expected to involve strategic partnerships with relevant Sector Education Training Authorities (SETAs), SAQA, the Department of Higher Education (DHET), education and training providers, civil society organisations and other relevant partners.

Historically, practitioners servicing the HCBC and ECD programmes have been either volunteers or employees of community-based organisations (CBOs) and non-profit organisations (NGOs). Unfortunately, many of these practitioners lacked the necessary qualifications, skills and expertise to perform their functions optimally and with confidence.

Moreover, much of the training available in these sectors is not accredited and is often provided by under-resourced NGOs. However, Further Education and Training (FET) Colleges now offer accredited training in this regard.

Research shows that in addition to meeting the ambitious targets specified in the SSP, a key challenge to the implementation of social sector training relates to converting all training into accredited programmes and to linking the training of beneficiaries more explicitly to a range of exit opportunities as a result two qualifications were sourced from SAQA on ECD and SAW and will be used as part of the guide.



1.3 RATIONALE

This document is a response to requests from the provinces and other social partners for a generic social sector training implementation guideline that clarifies the requirements for complying with EPWP social sector training objectives, and assists to fast track the implementation of the training.

Based on research undertaken to inform the development of the guideline, the EPWP found that while some provincial departments had managed to implement training without experiencing major obstacles, many others struggled to access funding for their social sector programmes. Moreover, it appeared that the designated implementers and their respective social partners do not have a common understanding of the training framework applicable to the sector. In addition, it was found that some officials were struggling to comply with DHET and SETA processes.

It should be noted that the intention of this Guideline is not to recreate what already exists in terms of successful practice, but to build and expand on it. For this reason, a number of stakeholders in the sector have been consulted to provide input on what needs to be addressed in such a guideline.

1.4 PURPOSE OF THE GUIDELINE

The primary purpose of this Guideline is to provide officials from implementing public bodies and their strategic partners with:

- 1) Relevant information on the funding windows available for social sector training.
- 2) Generic procedures to follow for accessing this funding.
- 3) A set of project management methods and tools that can be used to effectively implement training programmes.



Section 2

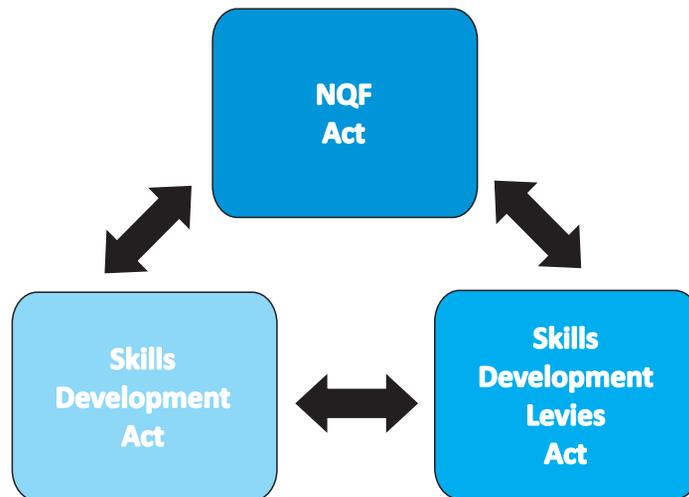
UNDERSTANDING THE TRAINING LEGISLATION FRAMEWORK



2.1 TRAINING LEGISLATIVE FRAMEWORK

2.1.1 The Legislative Environment

Three pieces of legislation govern Skills Development in South Africa:



The Skills Development Act (SDA)

The overall aim of the SDA is to improve the skills of the people of South Africa. In order to achieve this, the Act:

- Introduces an institutional framework to determine and implement national, sectoral and workplace skills development strategies.
Ensures that more training and development programmes provide workers with nationally recognised qualifications
- Provides for learnerships which lead to recognised qualifications through workplace and classroom learning
- Provides for employment services
- The Act establishes the SETAs, learnerships, skills programmes and the National Skills Fund in order to implement the above.

The Skills Development Levies Act (SDLA)

The purpose of the SDLA is to introduce a levy payment system which funds Skills Development in South Africa. All employers whose payroll is more than R500 000 per year are required to pay 1% of their payroll as a Skills Development Levy to the South African Revenue Service (SARS). 80% of this levy is distributed to the SETAs and 20% is allocated to the National Skills Fund (NSF). Government departments are not required to pay the skills levy but may budget equivalent amounts for training and contribute to the running costs of SETAs.

SETA Grant Update

According to the NSDS Framework document, the following changes to SETA Grants are under discussion. (Source: Framework for the National Skills Development Strategy 2011/12 – 2015/16).

WSP and PIVOTAL GRANTS

In order to advance partnerships between workplaces and learning institutions it is envisaged that special incentives will have to be designed. In order to do this it is proposed that the Workplace Skills Plan grant be modified – as outlined below:

Firms will continue to submit WSPs and Annual Training Reports and in return receive a Workplace Skills Plan grant – however, it is proposed that this grant now consist of two parts:

- A guaranteed 40% of levy paid PLUS An additional ‘pivotal grant’ calculated on a standard cost per learner per programmes basis (set by programme type and level) multiplied by the number of students accepted onto accredited workplace learning programmes. (This component is NOT limited to the levy paid by the firm.)
- Since the second component may well stretch the grant paid to firms beyond the historical 50%, the SETAs will have to have a degree of authority over the payment of this component (based on the availability of funds) - however, it is envisaged that this discretion will not extend to the first 10% of grant claimed.

This pivotal component of the WSP shall carry with it an incentive for learning institutions as well – where a firm accepts learners or graduates from a particular institution, that institution will earn a complimentary ‘reward’ from the SETA.

This grant shall be funded both from the 10% of previously mandatory grants as well as from a component of discretionary grants according to a national determination. DHET is investigating practical and efficient ways in which to support such a grant mechanism and will elaborate on them if/when the principal of such a grant is finalised.

Discretionary grants

This grant would be at the SETAs discretion, and would be dedicated to the achievement of its approved Sector Skills Plan.

The NQF Act 2008 (Previously the SAQA Act)

The NQF Act provides for:

- The development and registration of nationally recognised unit standards and qualifications which are registered on the current National Qualification Framework (NQF).
- Assessment of learners against the nationally recognised unit standards and qualifications.
- The registration of Education and Training Quality Assurers (ETQAs) – who are responsible for managing quality in their sectors or educational bands.

2.1.2 Institutions, structures and strategies of the Skills Development Act

The National Skills Authority (NSA)

The NSA board oversees the implementation of Skills Development Act and advises the Minister of Labour on:

- The preparation of the National Skills Development Strategy (NSDS).
- Priorities for spending on the National Skill Fund.
- The work and progress of SETAs.
- Regulations and policy.

Sector Education and Training Authorities (SETAs)

SETAs have been established in every sector of the economy. The functions of SETAs are to:

- Develop sector skills plans for their sectors as a whole.
- Implement the sector skills plans through learnerships, encouraging employers to draw up Workplace Skills Plans, paying grants to employers to encourage training and funding training initiatives in their sectors.
- Approve, register (with the Department of Labour) and promote Learnerships.
- Quality assure training and accredit training providers (SETAs are registered as ETQAs with SAQA).
- Administer the levy grant system.
- Inform the National Skills Authority about their progress.
- The SETAs will fund EPWP training projects when they are in line with their sector priorities and budgets.

The National Skills Fund (NSF)

SETAs have been established in every sector of the economy. The NSF is funded from 20% of the levies as well as any interest and penalties collected from employers. The NSF is used for national priority projects including the training of unemployed, previously disadvantaged people and small businesses. It is managed and administered by the Department of Higher Education and Training (DHET) under the guidance of the NSA. Some of these funds are used for EPWP projects.

The National Skills Development Strategy III 2010-2015 (NSDS)

The National Skills Development Strategy sets national targets for training for the period 2011 - 2015. The NSDS is intended to radically transform education and training in South Africa by improving both the quality and quantity of training to support increased competitiveness of industry and improved quality of life for all South Africans.

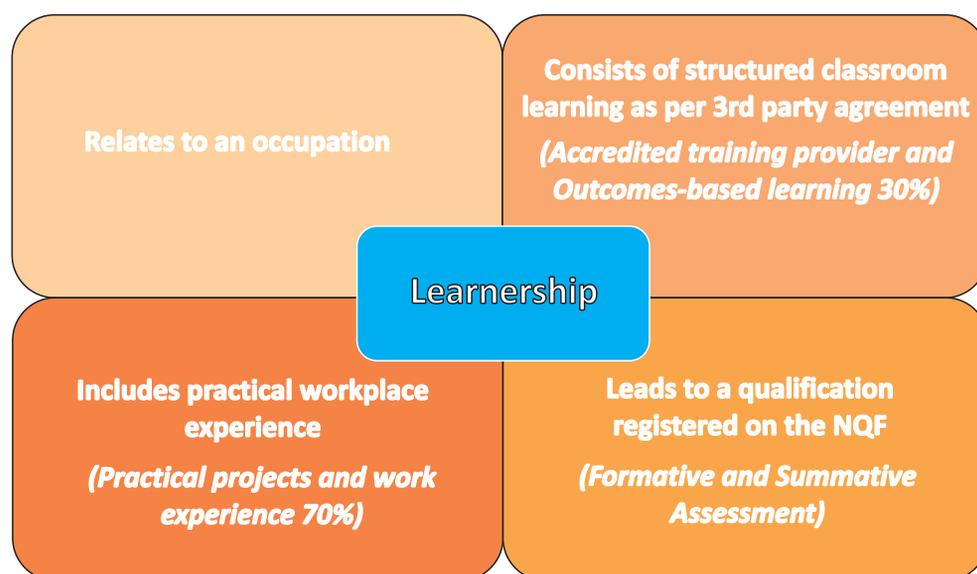


2.1.3 Training Programmes under the Skills Development Legislation

A Learnership

A learnership is a structured training programme which includes all the components listed in the diagram below. It typically lasts for a period of 12-18 months. Learners receive a certificate of competence for the qualification, if they are assessed as competent against all the unit standards or outcomes of that qualification. Learners are then registered on the National Learners' Records Database (NLRD). Learnerships are registered by SETAs with the Department of Higher Education & Training.

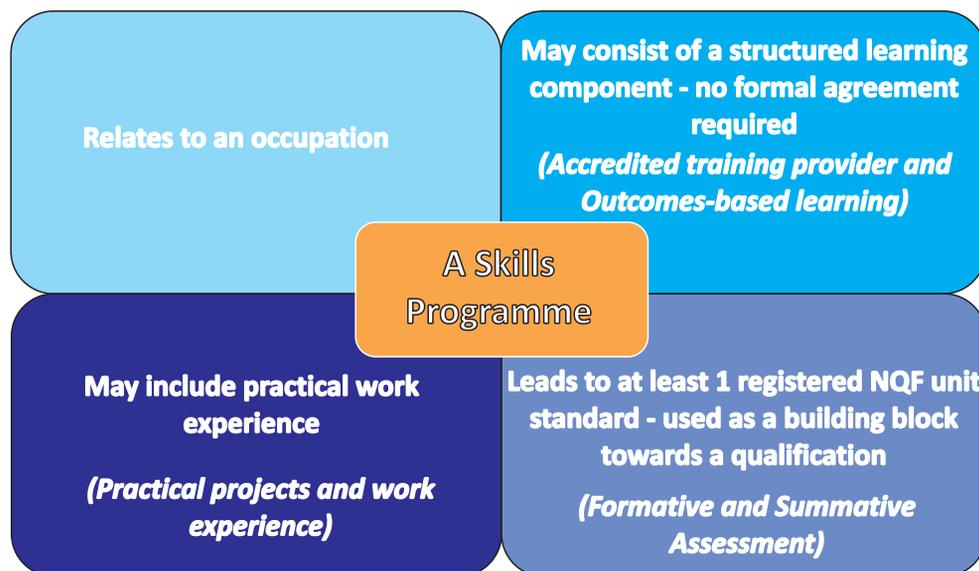
In the EPWP Social Sector learnerships are implemented across all programmes and are funded by the SETAs, the implementing line function Departments and NSF.



A Skills Programme

A skills programme is a shorter programme which is not necessarily governed by a formal agreement as in a learnership. The training should lead to at least one or two unit standards on the NQF. The learner will receive a certificate of competence for the unit standard/s once he or she has been assessed as competent against all the outcomes of the unit standard/s. A number of skills programmes clustered together can enable the learner to achieve a full qualification registered on the NQF.

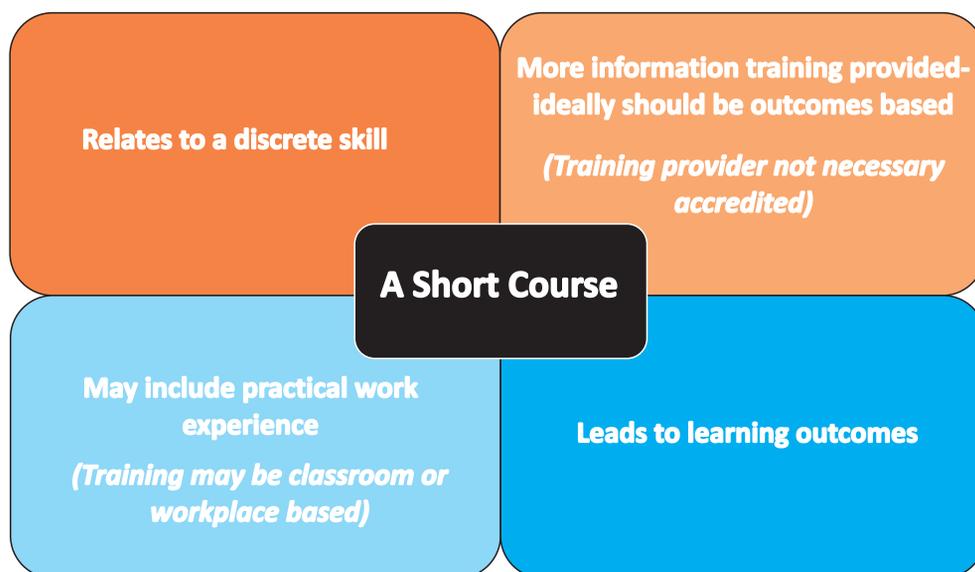
In the EPWP, Skills Programmes are also implemented in the Social Sector. These are funded by different line function departments and DHET.



A Short Course

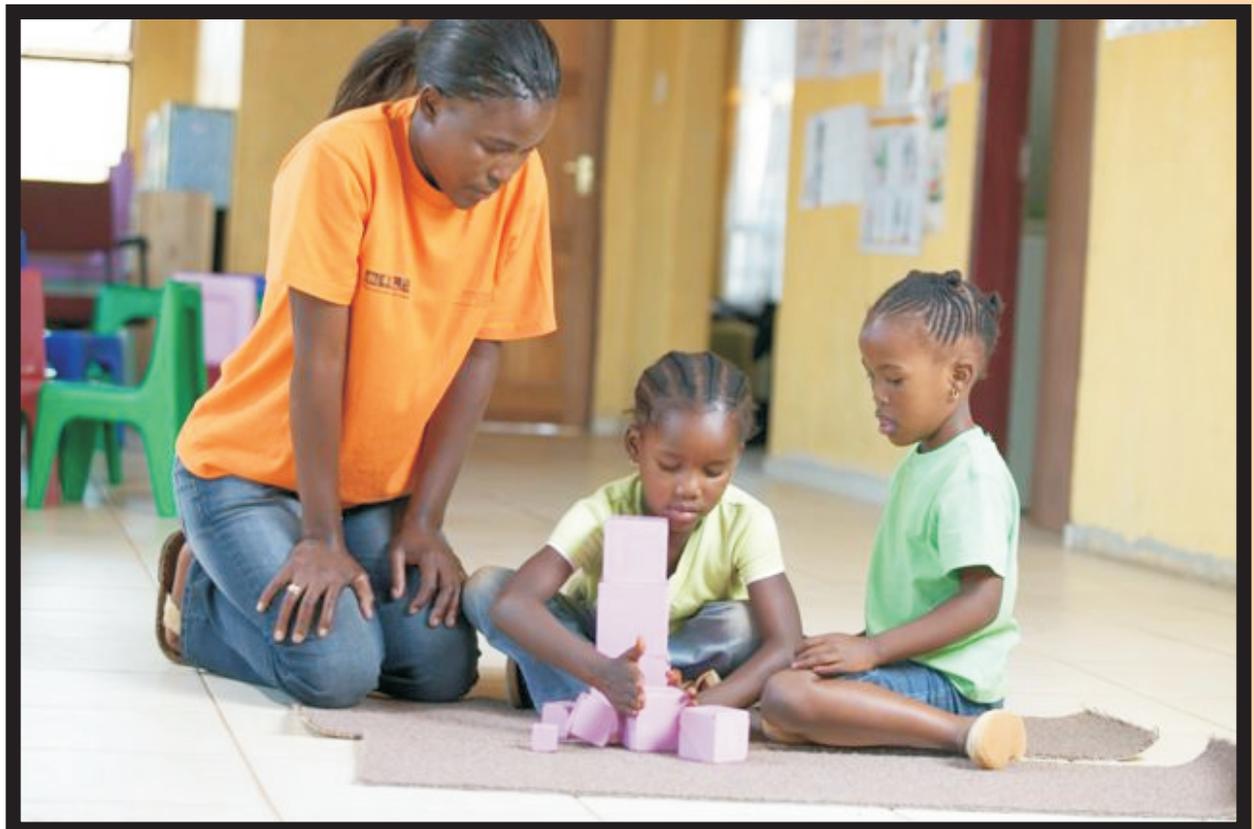
Short courses tend to provide more informal training – not necessarily related to a unit standard or qualification. Short courses can be in the form of workshops, seminars, conferences, and so on.

There are various short courses that are currently being implemented by the sector that are funded by the DHET, line function departments and some NGOs. However, the sector promotes accredited training and implementing public bodies are encouraged to focus on accredited training that enhances career pathing.



Section 3

EPWP TRAINING IN THE SOCIAL SECTOR



All work opportunities in the sector are combined with training that aims to improve the quality of service rendered, increase the ability of participants to earn an income and accelerate service delivery.

Unlike many of the other EPWP sector programmes, the labour intensive component of the social sector programme cannot be short-term. In line with the commitments made by government in its integrated HIV/AIDS, Community Health Workers (CHW) and ECD plans, government must create long-term work opportunities in under-resourced communities that trained personnel can then exit into, thereby creating a bridge between the first and second economies. The expansion of social programmes therefore offers one of the biggest opportunities to both enhance skill levels and create work opportunities for low skilled workers, especially women and youth, while at the same time meeting basic needs.

3.1 Types of training envisaged in the social sector



3.2 Current training programmes in the social sector

3.2.1 Early Childhood Development (ECD)

The target workers in the EPWP are the unemployed and/or underemployed parents and caregivers in all ECD programmes. Learnerships for ECD Practitioners are pitched at:

- NQF level: 4 (120 credits)
- NQF level: 5 (240 credits)

Table 1: Example of ECD Learnerships

ECD PRACTITIONER (NATIONAL ECD CERTIFICATE) LEVEL 4

Qualification: 58761 Further Education and Training Certificate: Early Childhood Development NQF 4, 140 credits

Job description	<ul style="list-style-type: none">• Manage a well run purposeful learning programme in response to the interests and needs of children.• Establish positive and supportive relationships with families and the community.
Target	<ul style="list-style-type: none">• Volunteers from centres in impoverished locations especially rural locations.• Unemployed people from a household with an income of less than R1 500 per month.• Women, youth and the disabled.
Recruitment criteria	<ul style="list-style-type: none">• A volunteer or worker in an existing ECD facility.• An unemployed person interested in a career in ECD.• Good reference from an ECD site.• Aptitude for working with children.• Grade 9 or equivalent qualification.
Training	<ul style="list-style-type: none">• Full learnership and NQF Unit standard training of 120 credits.• Training to be funded by the Provincial Department of Basic Education or through the National Skills Fund (NSF).
Stipend	Recommended allowance of a minimum of R1 000 per learner.
Outcomes	<p>A National Certificate in ECD that enable learners to understand and respond appropriately to the basic needs of young children in all areas of their development, within a specific phase of development and in a specific setting by enabling practitioners to:</p> <ul style="list-style-type: none">• Provide a wide variety of developmentally appropriate learning activities that support and extend learning.• A range of skills and techniques to stimulate children's learning on an individual basis in small and large groups.• Demonstrate inclusive and anti-bias attitudes, values and practices.• Protect the safety of children and adults and support food-health practices.• Support each child's emotional and social development in ways that help them learn to manage their own behaviour.• Establish positive and supportive relationships with co-workers, families and community.• Manage a well-run learning programme responsive to children's interests and development.• Demonstrate commitment to the development of high quality ECD services.• Develop entrepreneurial opportunities for setting up and managing an ECD site.

Exit opportunities	<ul style="list-style-type: none"> • Peer educator. • Work in/ Set up an ECD centre. • Train as a trainer for level 1. • Work as an assessor or mentor for level 4 learnerships. • Continue training for Grade R.
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ECD Skills Programme

Currently thousands of volunteers in the ECD sector have no formal qualifications thus limiting their employment opportunities. This opportunity will be to equip people with entry-level skills.

There are various existing skills programme relevant for the ECD sector. Preference must be given to courses that benefit the child and that which enhances service delivery.

Tables 2 & 3 are examples of existing ECD skills programmes identified in the sector

Table 2: Basic ECD Certificate for Practitioners

ECD CARE WORKER (BASIC ECD CERTIFICATE)	
Job description	<ul style="list-style-type: none"> • Set up and manage a variety of active learning activities that are appropriate to the developmental needs of young children. • Establish respectful and co-operative relationships with co-workers and families.
Target	<ul style="list-style-type: none"> • Volunteers from centres in impoverished locations especially rural locations. • Unemployed people from a household with an income of less than R1 500 per month. • Women, Youth and the disabled.
Recruitment criteria	<ul style="list-style-type: none"> • A volunteer in an existing ECD facility. • Unemployed person interested in a career in ECD. • Good reference from an ECD site. • Aptitude for working with children. • Grade 7 or equivalent qualification.
Training	<ul style="list-style-type: none"> • Skills programme at NQF levels 1, 2 & 3. • Training to be funded by the Provincial Department of Basic Education or through the National Skills Fund (NSF).

Outcomes	<p>Basic certificate in ECD that improves the quality of ECD services for young children in a variety of settings by enabling practitioners to:</p> <ul style="list-style-type: none"> • Set up and manage a variety of active learning activities that are appropriate to the development needs of young people. • Interact and communicate with young children in a way that supports all aspects of learning. • Use an inclusive anti-bias approach. • Maintain a safe and healthy learning environment. • Establish a supportive and caring environment that meets children’s basic and social needs and helps them manage their own behaviour. • Establish respectful and co-operative relationships with co-workers, families and the community. • Contribute to programme planning and evaluation, the assessment of children’s progress and administration of the learning programme. • Identify and maintain standards of childhood care and educational practice and personal development.
Exit opportunities	<ul style="list-style-type: none"> • Seek employment as an ECD care worker in an ECD facility. • Continue training at level 4. • Provide relief playgroups for children. • Work as a child minder in a private home.

Skills Programme for ECD Support Staff

Table 3: Skills programmes for ECD support Staff

EARLY CHILDHOOD DEVELOPMENT SUPPORT STAFF	
Job description	<p>On site:</p> <ul style="list-style-type: none"> • Cook: Provide cooked meals for children at a full-day-care ECD centre. • Gardener: Perform a range of tasks to cultivate and maintain gardens, in particular food-gardens at a variety of childcare settings. • Administrator: Manage all administrative functions at the childcare setting.
Target	<ul style="list-style-type: none"> • Volunteers from centres in impoverished locations especially rural locations. • Unemployed people from a household with an income of less than R1 500 per month. • Women, Youth and the disabled.

Recruitment criteria	<ul style="list-style-type: none"> • A volunteer in an ECD registered facility. • Good reference from an ECD site. • Aptitude for working with children. • Grade 7 or equivalent qualification.
Stipend	Recommended allowance of a minimum of R500 per learner
Skills Training for Cooks	14 – 20 credits Maintain hygiene in food preparation, cooking, storage and correct handling of food (HSP/ASSChf/2/0022).
Skills training for Gardeners	14 – 20 credits Basic infrastructural maintenance (257161) and horticulture (49668).
Skills training for Office administrators (23833)	14 – 20 credits <ul style="list-style-type: none"> • Attend to customer enquiries in an office setting (2 credits) -14338. • Behave in a professional manner in a business environment (5 credits) -14359. • Identify and maintain the types of records required in own industry and understand why it is necessary to create evidence and maintain confidentiality (5 credits) – 14339. • Maintain an existing information system in a business environment (4 credits) – 14340. • Receive and execute instructions (2 credits) – 14349.

3.2.2 Training Programme for HCBC

HCBC related Learnerships include:

- Ancillary Health Care levels 1-4 (49606)
- Social Auxiliary Work 4 (23993)
- Child and Youth Worker level 4 (60209)

Table 4 provides information for a category of employees to be trained as Community Care Givers. Learners who complete these courses will be able to fill senior posts in HCBC or train further as professional counsellors, health or social workers. Work seekers with Grade 11 or the equivalent will be targeted in this programme.

Table 4: Example of HCBC Learnerships

COMMUNITY CARE GIVERS	
Job description (Community Care Giver: DOH)	<ul style="list-style-type: none"> • Mobilise community members to determine health needs, take responsibility for health and mobilise health resources. • Act as an advocate to improve health. • Coordinate the access of other health workers into households and communities in order to ensure the efficacy of service against community consulted needs. • Provide specific primary health care services to community members. • Provide basic counselling services. • Disseminate health information. • Carry out health promotion activities. • Transfer health and wellness skills to other community members. • CHWs should be able to provide referrals to other sectors beyond the scope of their work to maximise efficiency.
Job description (Community Care Giver DSD)	<ul style="list-style-type: none"> • Early identification of families in need, orphans and vulnerable children. • Addressing the needs of children headed households. • Family support and capacity building. • Counselling and support groups. • Information and education. • Advice about social services. • Referrals.
Target	<ul style="list-style-type: none"> • Volunteers or under-trained workers in existing HCBC facilities. • HIV+ people not receiving a state grant. • Adult dependents of a household with terminally ill members. • Unemployed people from a household with an income of less than R1 500 per month. • Women, Youth and the disabled. • Only one person per household to be targeted.
Recruitment criteria	<ul style="list-style-type: none"> • Demonstrated community involvement and a volunteer in a funded HCBC. • Unemployed person with an interest in community health or social service. • Good reference from a HCBC. • Aptitude for health care / social services support work. • Understanding of the needs of a community. • Grade 11 or equivalent qualification.
Stipend	<ul style="list-style-type: none"> • Recommended allowances of a minimum of R1000 per learner.

Training	<ul style="list-style-type: none"> • Full learnership and NQF Unit standard training of 120 credits. • Training to be funded through the Provincial Departments of Health, Social Development and the National Skills Fund (NSF).
Exit opportunities	<ul style="list-style-type: none"> • Seek employment as a community health worker in a HCBC facility. • Seek employment as a trainer for levels 1 & 3. • Seek employment as an assessor / mentor for learnerships at level 1 or 4. • Seek employment and further training as a counsellor. • Diversify into a community development worker post. • Continue training as a professional health care / social worker.

HCBC Skills Programmes

There are various skills programmes relevant for HCBC related services. These courses are currently being offered by NGOs, DHET and other training institutions. Priority should be given to courses that enhance service delivery and allows career development.

Skills programmes provide the foundation for work seekers to enter a range of learnerships / qualification based training at NQF level 4. Furthermore, the course will introduce practical skills for working with communities, families, youth and children for the promotion of safe communities, which uphold the rights of children.

NQF level 3 the *Home Health Care* and the *Health Sciences and Social Services: Development Services Certificates* along with the existing unaccredited 59 days of training developed by DSD and DoH provides a base from which a number of unit standards could be developed.

Table 5: HCBC Skills Programme

COMMUNITY CARE GIVERS	
Job description (Community Care Giver: DOH and DSD)	<ul style="list-style-type: none"> • Mobilise community members to determine health and social service needs, take responsibility for health and mobilise the relevant resources. • Act as an advocate to improve health. • Provide basic counselling services. • Transfer health and wellness skills to other community members. • Early identification of families in need, orphans and vulnerable children. • Addressing the needs of children headed households. • Information and education. • Referrals.

Target	<ul style="list-style-type: none"> • Volunteers or under-trained workers in existing HCBC facilities. • HIV+ people not receiving a state grant. • Adult dependents of a household with terminally ill members. • Unemployed people from a household with an income of less than R1 500 per month. • Women, Youth and the disabled.
Recruitment criteria	<ul style="list-style-type: none"> • Demonstrated community involvement and a volunteer in a funded HCBC facility. • Unemployed person with an interest in community health or social service. • Good reference from a HCBC. • Aptitude for health care / social services support work. • Understanding of the needs of a community. • Grade 7 or equivalent qualification.
Stipend	<ul style="list-style-type: none"> • Recommended allowances of a minimum of R750 per learner.
Training	<ul style="list-style-type: none"> • HCBC 59 days training of 12 credits. • Training to be funded through the Provincial Departments of Health, Social Development and the National Skills Fund (NSF).
Exit opportunities	<ul style="list-style-type: none"> • Seek employment as a community health worker in a HCBC facility. • Further training on AHC level 1- 4. • Seek employment as an assessor / mentor for learnerships at level 1 or 4. • Seek employment and further training as a counsellor. • Diversify into a community development worker post. • Continue training as a professional health care / social worker.

3.3 SOCIAL SECTOR INSTITUTIONAL ARRANGEMENTS

Roles and responsibilities have been defined for the various departments and the various spheres of government and key partners.

National Departments are tasked with:
<ul style="list-style-type: none"> • Developing the integrated plans.
<ul style="list-style-type: none"> • Policy frameworks, guidelines.
<ul style="list-style-type: none"> • Securing funding for programmes.

Provincial departments and Municipalities are tasked with:

- Identifying service delivery agents.
- Funding these agents based on clear guidelines.
- Monitoring the work and disbursing the funds.

NGOs, NPOs, CBOs and other service delivery agents are tasked with delivering the service.

Finally, SETAs are responsible for providing learnerships, managing training and quality assurance.

3.4 TRAINING: ROLES AND RESPONSIBILITIES

The roles and responsibilities must be based on existing government and stakeholder protocols. Implementing public bodies and their stakeholders can modify these roles to suit their particular circumstances.

3.4.1 The service delivery agencies (NGO, CBOs, sites etc)

- Recruitment or nomination of learners against agreed criteria.
- Hosting the learner and ensuring that a healthy learning environment is maintained.
- Plan for EPWP training in Business planning with the assistance of public officials.
- Supervise the learner and provide for agreed experience.
- With the support of the training provider, provide exit counselling and opportunities to the learner.
- Co-sign with the public body an employment contract and with the training provider a learnership agreement.
- Adhering to the agreed norms and standards as developed via this programme.
- Report employment and training opportunities to the relevant public body.
- Record keeping.
- Exit counselling.

However, only Non Profit Organisations (NPOs) that are legal entities will be funded. The NPO must be registered with the DoSD, SARS, the SETA & the DoL. A legal contract / service agreement must be in place and signed between the service provider and the provincial department. Agreed work place opportunity targets and allowances must be recorded in the business plan and contract.

3.4.2 Public Bodies

Public Bodies in the sector include the current implementing sector departments and any other department or municipality that will be expanding social programmes as part of the EPWP. The following departments are currently implementers in the Social Sector:

Department of Social Development in HCBC

- Community mobilisation and support committees.
- Provision of material assistance.
- Child care support and services.
- Counselling and support.
- Social security services.
- Capacity building.
- Networking and referrals.
- Monitoring, Evaluation and Reporting on training.

Department of Health in HCBC

- Provide basic home care supplies and conduct home visits.
- Provide information and education services and materials.
- Provide counseling and support.
- Networking and referral to health providers.
- Monitoring, Evaluation and Reporting on training.

Department of Basic Education in ECD

- Paying for training and stipends in the 0-4 category.
- ECD learning and teacher support materials to accompany the training and address the lack of materials in the targeted sites.
- Management and Coordination of ECD training.
- Facilitate learner support.

The Department of Social Development in ECD

- Provide subsidies to children.
- Register ECD sites.
- Provide the Department of Basic Education with training needs.
- Facilitate mentors and coaches to support the management of sites.

Department of Public Works

- Facilitate technical assistance support for the SETAs to meet EPWP training requirements.
- Create an enabling environment for public bodies to achieve their EPWP training targets.
- Consolidate the national training targets for the sector.
- Consolidate the national training report and ensure sector compliance with the EPWP reporting protocol.

Department of Higher Education & Training (DHET)

- The DHET is a key partner, especially regarding the delivery of training. The EPWP provides a focused avenue for targeted skills training of the unemployed.
- The DHET has a role to play through advising on programme policies, training, qualification frameworks and exit strategies and working with the SETAs on the expanded mandate detailed above.
- The DHET can provide the necessary support to the training component by assisting with quality assurance and monitoring the role of the SETAs. Financial support through the National Skills Fund is crucial to the success of the EPWP.

Training Service Providers

- Obtain accreditation and ensure evaluation of the programme by the SETA.
- Implement training.
- Develop a RPL tool or an appropriate tool as prescribed by the SETA to determine level of entry.
- Provide assessor training and register assessors.
- Provide support to learners which include referring to foundational classes e.g. ABET classes, bridging classes.
- Sign a Learnership Agreement with the learner/s and the site.
- Sign a SLA with the relevant provincial department and SETA.
- Financial accountability as per the Service Level Agreement (SLA).

Sector Education and Training Authorities (SETAs)

There are two SETAs currently involved. The Education, Training and Development Practices SETA (EDTP) and the Health and Welfare SETA (HWSETA). HCBC falls under the HWSETA and ECD falls under the ETDP SETA. The responsibilities of the SETAs are to:

- Design and develop the learnership as required by the sector.
- Register the Learnership with SAQA.
- Fund the learnership via the NSF.
- Accredite and source training service providers.
- Assure quality.
- Support assessor training as required.
- Sign Learnership Agreements.
- Verify learner results.

Other Public Bodies (including municipalities and National Departments)

These are public bodies that are currently not included in the sector plan but have been identified to expand social development programmes. These include national and provincial departments and municipalities. The roles and responsibilities include:

- Identifying training required relevant to the expanded social programmes.
- Developing funding strategies for training.
- Developing recruitment processes.
- Submission of a learner entry policy which shows accessibility to learners, so that those learners who have previously been disadvantaged have a chance to access the programme.
- Implementing or facilitating training implementation.
- Facilitating engagement with the SETA.
- Monitoring progress.
- Providing monthly reports.
- Signing a Service Level Agreement with the implementing agent.
- Ensuring financial accountability as per the SLA.

3.5 GENERAL CRITERIA FOR RECRUITING LEARNERS

The criteria for recruiting learners will vary from programme to programme. The public body and stakeholders responsible for the programme will agree on the criteria. The following criteria are generic guidelines ratified by the sector and will be updated by implementing public bodies depending on their particular circumstances, programmes and the stakeholder protocols.

3.5.1 Early Childhood Development (ECD)

ECD sites will be responsible for work placements.

- Priority should be given to existing volunteers who are already working in the sector but do not have any qualifications or who have inadequate training.
- All new recruits must be drawn from communities where the work opportunities exist.
- All work opportunities will be advertised at all sites, circulated to all volunteers and advertised in at least one newspaper or at the site for at least two weeks.
- Criteria will be set for each site against which applications will be evaluated. These must include the employment targets of poor households, women, youth and the disabled.
- Areas of poverty will be the primary geographic focus of the programme (urban and rural nodes).

3.5.2 Home Community Based Care (HCBC)

The service delivery agencies will be responsible for recruitment of unemployed work seekers.

- The first recruits will be selected from the pool of existing volunteers.
- All new recruits must be drawn from communities where work opportunities exist.
- All work opportunities will be advertised at all sites, circulated to all volunteers and advertised in at least one newspaper or at a public meeting in the area.
- Criteria will be set for each site against which applications will be evaluated. These must include the employment targets of poor households, HIV+ people not receiving a state grant, adult dependents of the terminally ill, 60% women, 20% youth and 2% disabled.
- A selection panel comprising representatives from the local delivery agent and from local community structures will make the final selection of candidates.
- Progression from one level to the next level will be based on completion of accredited training and required work placements only.

Section 4

PLANNING, IMPLEMENTATION, MONITORING & EVALUATION

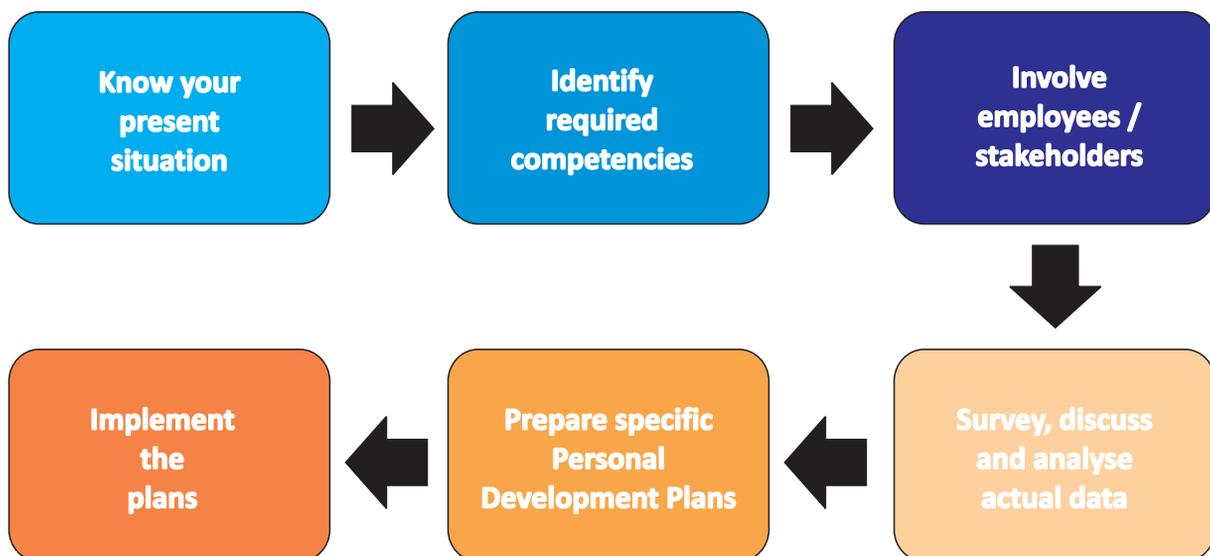


4.1 PLANNING PHASE FOR TRAINING

In order to construct effective service delivery-based training programmes the following steps and considerations are essential. It should be noted, however, that while all steps are useful to consider, it is not always necessary to carry out or follow every step strictly in the order presented. The planning and implementation of programmes should be viewed as a dynamic and interactive process influenced by environmental conditions and specific contexts.

4.1.1 Determine Training Needs

Determining what training interventions individuals need is important. The keys to determining training needs in a systematic way include:



In a systematic process approach, there are four types of analysis:

Competencies Analysis	This answers the question, "What are the competencies that an individual must have to perform this job?"
Organisation Analysis	This answers the question, "Where is training needed in the organisation?"
Task Analysis	This answers the question, "What must the employee / individual learn in order to satisfy the required competencies?"
Person / Individual Analysis	This answers the question, "Who needs this training and what specific training do they need?"

This type of an analysis can be time consuming, however, in the long-term it is more cost-effective. Since the major cost of training is the time and overhead of having people in a training session, the up-front analysis is an effective way to reduce the total cost of implementing an employee training and development process. This comprehensive process yields a thorough understanding of the development needs in the organisation and pays dividends in the implementation phase.

The **general approach** for a training needs analysis consists of five phases:

1. **Understanding** the required competencies by job function or position by asking the employees themselves. They are the experts in what they do and don't know, and what they are and aren't able to do.
2. **Researching** the present training programs/process.
3. **Involving** employees in surveys/discussion groups on a representative basis for the organisation.
4. **Analysing** the results.
5. **Preparing** specific employee development plans.

Anyone with good facilitation skills can help employees accurately identify knowledge and skills that need training by following these simple steps:

Step 1	Form a team of employees currently doing the job. Include employees with varying levels of skill and knowledge, not just subject matter experts.
Step 2	Schedule a two-hour team session away from workplace distractions.
Step 3	Tell team members that they will be answering the following two questions in a repetitive manner until they identify all tasks that need training. <ul style="list-style-type: none">• Question 1: What do you need to know and be able to do to perform the job task?• Question 2: Can you teach and can someone learn that task in 30 minutes? (Yes or No).
Step 4	Ask the team to select a job task for question 1. (<i>Job tasks are distinct actions that describe what is done on any job; job tasks are made up of many smaller tasks. For example, a job task for customer service representatives at a life insurance company might be to service policies.</i>)

Step 5	Ask the team to brainstorm tasks that answer question 1. Write the answers on a flipchart so that all can see. (List tasks as action verbs plus objects. <i>For example, change policies, add beneficiaries, etc.</i>)
Step 6	Ask the team to answer question 2 for each task listed above - "yes" or "no".
Step 7	Select any task marked "no" and ask question 1 again - this time, instead of the original job task (<i>service policies, for example</i>), place the selected task marked "no" in the blank of question 1.
Step 8	Ask the team to brainstorm answers to the new question 1. (Write answers on new flipchart page.)
Step 9	Ask the team to answer question 2 for each task listed in step 8 - "yes" or "no".
Step 10	Continue asking questions 1 and 2 until all tasks are marked "yes".

When completed with this exercise, you will have a task list identifying tasks that are required for that particular job. From this list, you may select some or all for training. Set specific, measurable goals for each training programme by doing the following:

- Determine what type of training programmes to implement (e.g. skills programmes or learnerships) and the educational goals of the programmes.
- Consider options for assessment (e.g. pre-assessment, RPL and programme assessment, and quality assurance).
- Set targets for each training programme.
- Determine what human, financial, physical, and intellectual requirements will be required to ensure successful implementation.

4.1.2 Choosing a Training Strategy

Choosing a training strategy is similar to developing a “business plan” for implementing training and should be done before any training actually takes place.

The purpose of the strategy is for the project team to decide **WHAT** training programmes will be offered and set a framework for **HOW** the training will be implemented.

Using a strategic framework will enable the project team to have a proper and common understanding of some of the key components of the project, which are oftentimes either not considered at all or inadequately considered and affect the achievement of set goals and timelines.

To effectively implement social sector training, a training strategy should be selected in consideration of the following processes:

ISSUE	KEY CONSIDERATIONS
The service delivery needs	<ul style="list-style-type: none"> • The primary objective of the programme • Agreed service level standards for the programme • Timelines for delivery
The type of training required	<ul style="list-style-type: none"> • Learnerships or skills programmes • Learner entry requirements • Assessment required • Can workers afford to be away from work for the duration of training? • Availability and affordability of relief workers
The funding source available	<p>The social sector training is funded through three funding sources:</p> <ul style="list-style-type: none"> • Departmental line function Budget (Equitable share) • DHET: NSF • SETA grants <p>Consider the following items that have to be budgeted:</p> <ul style="list-style-type: none"> • Training provider costs • Stipends • Relief worker costs (where applicable) • Uniform (where necessary) • Learning materials • Transport and accommodation • Refreshments • Monitoring and Evaluation Costs <p>Choose a funding source that will enhance high quality training and service delivery. See annexure 1 for details on the various sources.</p>
The Capacity required to implement, manage and monitor	<p>Implementing and managing training requires an integrated effort from all key stakeholders. Determine and plan for the availability to do the following:</p> <ul style="list-style-type: none"> • Site to host and support learners • Capacity of relief workers to do the job • Accredited training providers • Assessors and moderators • ETQA support by the SETA • Public officials capacity to manage and monitor training

4.1.3 Develop a Training Plan

<p>The plan should include:</p> <ul style="list-style-type: none">• the WHO• the WHAT• the WHEN• the WHERE• the HOW of training	<p>The plan should be aligned to governments Medium Term Expenditure Framework (MTEF) budget cycle and should address the following:</p> <ul style="list-style-type: none">• Who will be trained?• Who will do the training?• Who will select the learners and how?• Who will coordinate the training?• Who will fund the training? <p>The WHAT will define:</p> <ul style="list-style-type: none">• The forms of training to be implemented.• The risks involved. <p>The WHEN will define:</p> <ul style="list-style-type: none">• When the training will happen. <p>The WHERE will define:</p> <ul style="list-style-type: none">• Where the training will take place. <p>The HOW will define:</p> <ul style="list-style-type: none">• How long the training programme will last.• How much it will cost.• How training provision will be managed, monitored and quality assured.• How the strategic partners need to work together to achieve the desired goals.• How the various tasks will be assigned.
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4.1.4 Design a Project Management Plan

Training in the social sector requires a coordination of activities by the various sector departments. For instance in ECD, it is important that the Departments of Education and Social Development work together as identified in the roles and responsibilities in section 3. DSD and DOH also have to work together to facilitate HCBC training.

It is therefore important to design a project management plan that outlines the following:



4.1.5 Risk Management Process

It is also very important to anticipate potential risks that could affect the implementation of training negatively and plan for intervention.

RISK	INTERVENTION
<p>Determine potential risks</p>	<p>These could include the following:</p> <ul style="list-style-type: none"> • Lack of accredited providers • NGOs not willing to release learners • High dropout rates during training • High increase in training costs • Insufficient funding for training • Limited human resource capacity for the various key functions such as ETQA by the SETA, lack of assessors, etc.
<p>Develop an intervention plan</p>	<p>The intervention plan needs to outline the following:</p> <ul style="list-style-type: none"> • Prioritise risks and rate consequences of risk in terms of project implementation • Allocate risk aversion costs • Plan for alternatives to avert or minimise risks

4.2 THE IMPLEMENTATION PHASE

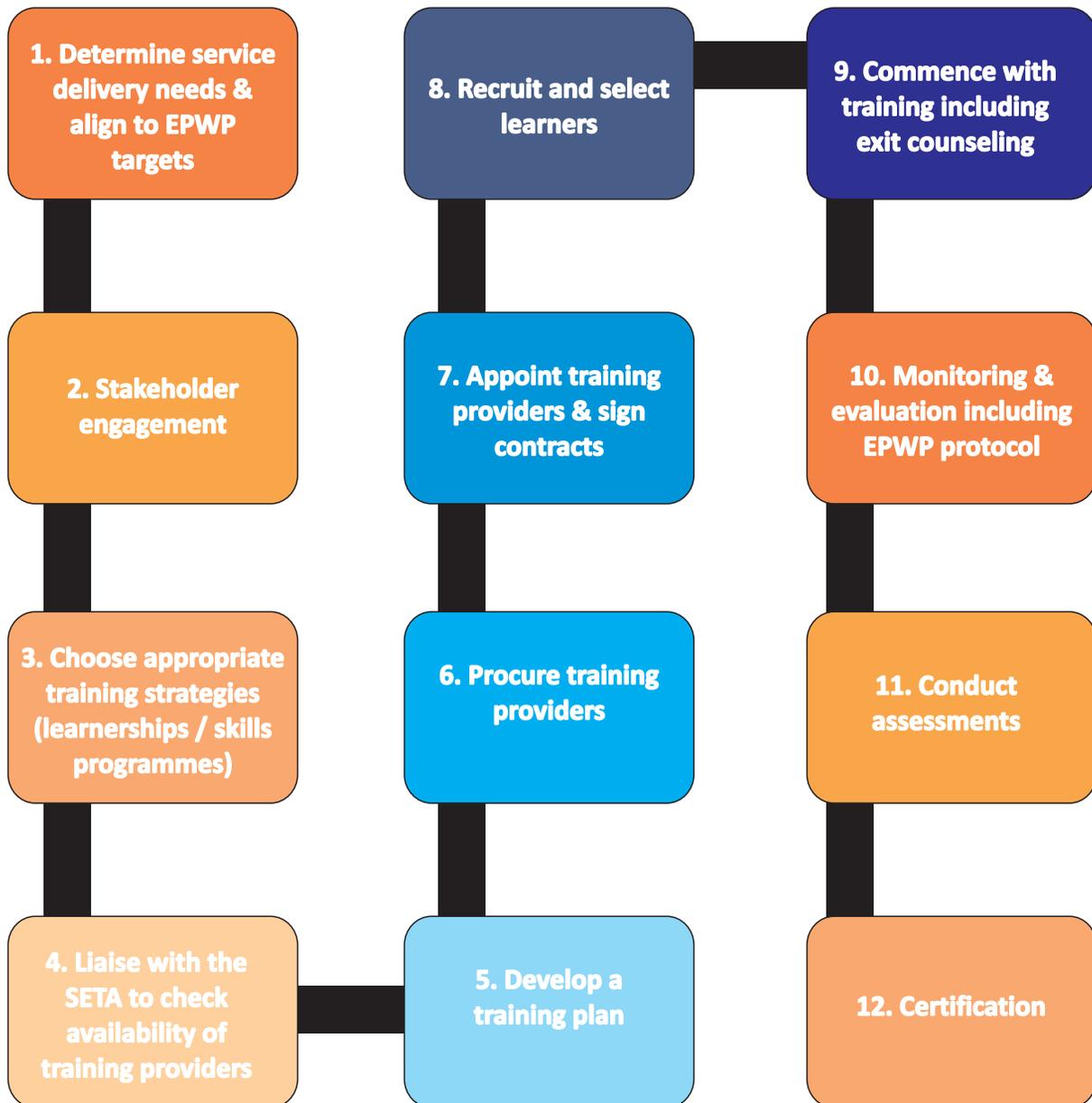
Research findings of the EPWP social sector training confirm that a project management approach is required if provincial departments are to effectively, efficiently and responsively implement EPWPs social sector training. Essentially, project management involves designing a plan of action to organise and manage resources to deliver all the tasks/activities required to complete a project or undertaking within a defined scope and time frame, while taking into account quality assurance issues and cost constraints.

4.2.1 Key considerations in the implementation and management of training interventions

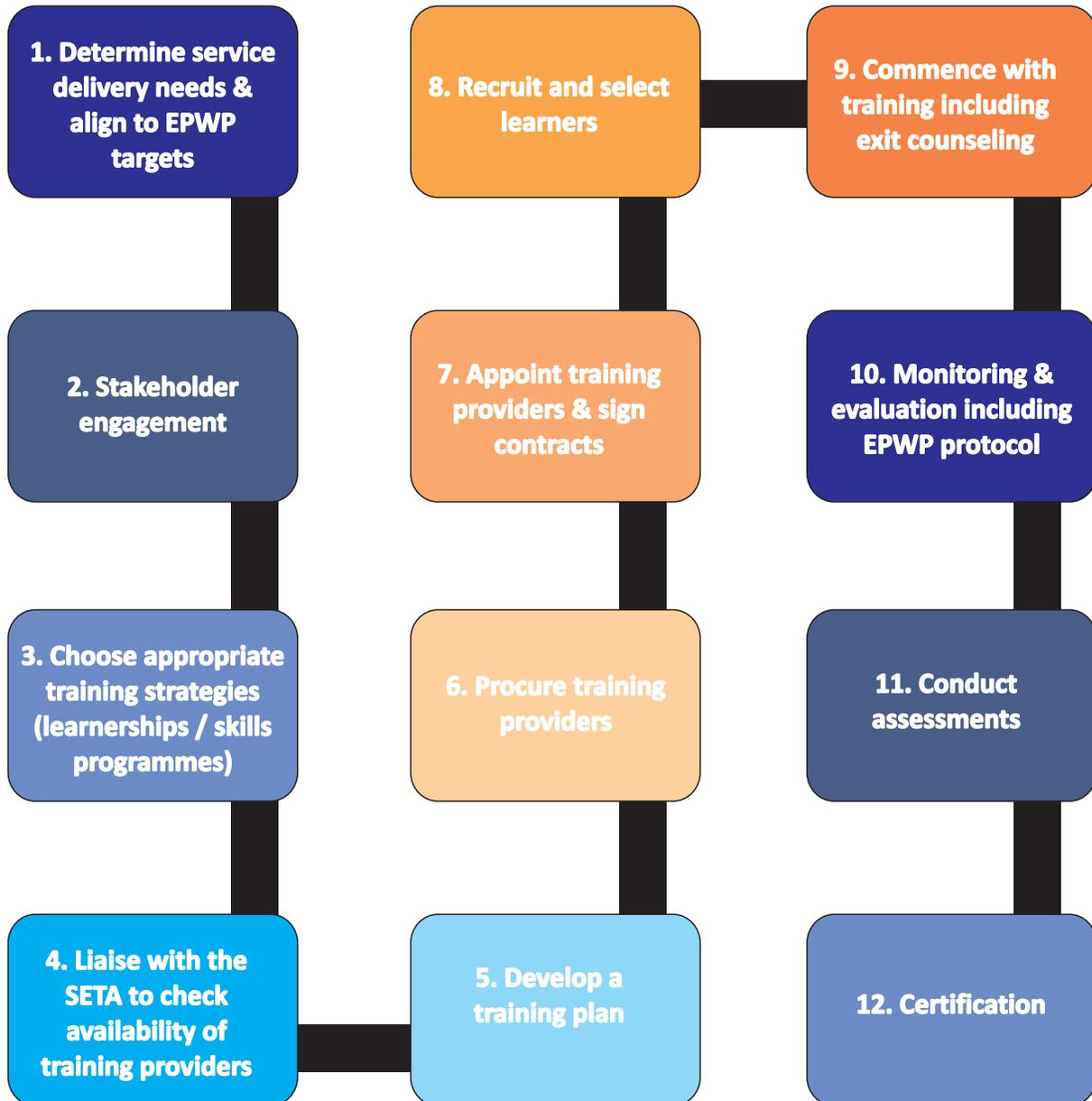
FUNDAMENTAL ACTIVITY	DESCRIPTION OF ACTIVITY
Implementing learnerships and skills programme funded by line function budgets	<ul style="list-style-type: none"> • Based on the training plan and inputs from the project team, develop Terms of Reference for the training provider. • Check the internal procurement processes and ensure compliance. • Appoint a Training Service Provider. • Ensure compliance with departmental procedures and sign a Service Level Agreement with the approved provider. The SLA should cover the following: <ul style="list-style-type: none"> – The type of training to be implemented – The duration of training – The number of learners to be trained – The cost of training – Where the training will take place – The payment of a learner allowance
Implementing training funded by DHET funds	<p>Refer to Annexure 2 for a detailed update of DHET training requirements. DHET Budgets only cover the following:</p> <ul style="list-style-type: none"> – the delivery of the training course – learner assessment and certification – the cost of training venues – stationery, course material and training equipment <p>The following items need to be budgeted from the line function budget:</p> <ul style="list-style-type: none"> – Stipends – Learner transport where necessary – Learner accommodation and refreshments where necessary
Recruit and Select Learners	<p>Follow programme based protocol as outlined in section 3.</p>
Sign learnership contracts or EPWP training agreements	<ul style="list-style-type: none"> • Facilitate the signing of a Learnership Agreement by the NGO or Employer, the SETA and the learner. • If it is a skills programme, facilitate the signing of an EPWP training agreement by the learner, the NGO or employer and the training provider. <p>(See annexure 3 for examples of these contracts)</p>

<p>Induction of learners</p>	<p>All learners attending any social sector EPWP related training in the sector will attend an EPWP induction programme before they commence with their training. See annexure 4 for the EPWP induction programme.</p> <p>Learner induction will also include induction on the course with regard to:</p> <ul style="list-style-type: none"> • Structure and content • Duration • Requirements • Roles and responsibilities
<p>Assessment of learners</p>	<ul style="list-style-type: none"> • Courses that are aligned with unit standards or qualifications must be formally assessed in order for learners to be provided with certificates of competence. Accredited training providers must use registered assessors to conduct these assessments. • Training providers may also offer assessments against the learning outcomes of the training course if the training is not aligned to unit standards or qualifications.
<p>Certification</p>	<ul style="list-style-type: none"> • Certificates of competence will be awarded to the successful learners, by the training providers (with the authority of the SETA), for courses which are aligned to unit standards or qualification and have been assessed by registered assessors. • Training providers may also award certificates of attendance for courses, which are not aligned to unit standards or qualifications.
<p>Supporting learners</p>	<p>Processes for supporting learners before, during and after training programmes can add great value to training programmes.</p> <p>These can include:</p> <ul style="list-style-type: none"> • Mentoring • Coaching • Career counselling <p>Mentoring and coaching of learners is currently restricted to learnership programmes within EPWP but could be expanded to other learning programmes as required in the longer term.</p>

SUMMARY: Implementation of learnerships and skills programmes funded by departmental line functions budgets



SUMMARY: Implementation skills programme funded by the DHET



4.3 MONITORING, EVALUATING AND REPORTING

Quality assurance, monitoring and evaluation processes in training are integrated in the training programmes.

For Learnerships and skills programmes funded by DHET, the SETAs, the DHET will assist with the monitoring and evaluation and quality assurance of training provision based on their own internal policies and processes.

It is also important that programme managers ensure that they are playing a role in monitoring and evaluating the quality of training delivery and if it is being conducted according to the specified timelines and budget.

The programme managers are required to assist with initiating and conducting verification visits prior to the start of any training courses and prior to the approval of the training plan and release of funds by the DHET for training.



Table 6: M & E Roles and Responsibilities

Stakeholder	M & E	Reporting
SETAS	ETQA	Report training progress and adherence to the implementing public body and the relevant sector committees.
Implementing Public Body	<ul style="list-style-type: none"> • Quality of training • Budgets • Learner attendance • Programme objectives 	Report achievements of targets to national departments and provincial EPWP coordination department.
NGO/Site	<ul style="list-style-type: none"> • Learner Performance during practicals and impact on service 	Learner progress to implementing public body.
Training Service Provider	<ul style="list-style-type: none"> • Learner performance • Attendance • Assessment of learners 	Reports according to terms of contract to the implementing public body and project team where necessary, including. <ul style="list-style-type: none"> • Performance of Mentors • Report on learner progress
Coordinating Public Bodies (DPW and DSD)	<ul style="list-style-type: none"> • EPWP Compliance • Achievement of targets • Impacts 	Report to national and provincial social sector committees and the social clusters.

Section 5

CHECKLIST FOR SOCIAL SECTOR TRAINING PROJECT MANAGERS



The following checklist presents some of the key activities to be considered in planning and implementing EPWP social sector training programmes.

ISSUE	YES	NO	DECISION
1. Is there a project business plan for implementing social sector training for your department / cluster?			
2a. Has the necessary funding for the targeted training been allocated to your department for the financial year? 2b. Have roles, responsibilities and authority levels of the different project partners been negotiated and agreed to? 2c. Have the lines of communication and feedback processes been defined and agreed to by all project partners?			
3a. Has a funding strategy been developed? 3b. If applying for DHET funds, have the DHET grant application procedures been followed? 3c. If applying for SETA funds, have the SETA grant application procedures been followed? 3c. If applying for Treasury funds, has the plan for expenditure been accepted by the Head of Department and Treasury? 3d. Have you considered and agreed to abide by the conditions of the different funding sources?			
4. Have you determined the implementation dates?			
5a. Have you decided how training providers will be sourced? 5b. If using a public procurement process to recruit training providers, has sufficient time been allocated to the process (\pm 3 months)? 5c. Does your department have a registration process for contracted service providers? 5d. Who will assist with and oversee the registration process?			

<p>6a. Have you selected the training programmes for which training will be offered?</p> <p>6b Is the programme accredited and have you verified that the required unit standards are registered?</p> <p>6c Does the course meet the credit requirements in terms of fundamental, core and elective components?</p> <p>6d If a qualification, have the qualification rules being met by the provider?</p>			
<p>7a. Is the programme a learnership or skills programme?</p> <p>7b. Do you understand the differences and requirements of a learnership and a skills programmes?</p> <p>7c. Is the selected learning programme accredited or not?</p>			
<p>8a. Have you calculated the number of credits attached to your learning programme?</p> <p>8b. Do you understand the requirements of the theoretical and practical stages of training required of your selected training programme?</p> <p>8c. Have you decided who will certify successful learners?</p>			
<p>9a. Will you be implementing Recognition of Prior Learning (RPL)?</p> <p>9b. If yes, have you adequately considered the time and resource requirements of implementing RPL?</p>			
<p>10. Have you determined the profile of your learners (i.e. age, gender, location, previous educational background, previous work experience, etc.)?</p>			
<p>11. Have you decided where to recruit your learners from (e.g. unfunded/ funded NPOs, CBOs, etc.)?</p>			
<p>12a. Have you decided who would be responsible for recruiting the learners?</p> <p>12b. Have the necessary learner application forms been developed?</p> <p>12c. Will assistance is provided to learners in completing the application forms?</p> <p>12d. Will learners complete a placement test? If yes, who will conduct these tests?</p>			

<p>13a. Have you decided who will be responsible for reviewing and processing application forms?</p> <p>13b. Have you decided what the expected turnaround time for processing applications will be?</p> <p>13c. Has this time been factored into the schedule?</p> <p>13d. Have you decided who will notify the successful applicants?</p> <p>13f. Have you decided how successful applicants will be notified?</p> <p>13g. Will there be a learner induction process?</p> <p>13h. Have you decided who will be responsible for this?</p>			
<p>14a. Are there issues around the learner stipend that you need to resolve? By when?</p> <p>14b. Have you decided who will administer the payment?</p> <p>14c. If the learner is already employed, have you determined what happens to the stipend?</p>			
<p>15a. Has it been decided how the logistical costs of training will be managed and by whom?</p> <p>15b. Have you determined who will assume responsibility for logistical arrangements for training (including venue, equipment, refreshments, accommodation, transport etc.)</p>			
<p>16. Have you considered who will conduct learner assessments?</p>			
<p>17. Are the processes for monitoring and evaluating the training programme been defined?</p>			
<p>18a. Do you know what reporting requirements need to be met and what the deadlines for submission are?</p> <p>19. Have you decided who will be responsible for compiling and submitting reports?</p>			

Acronyms

CBOs	Community Based Organisations
CHW	Community Health Workers
DHET	Department of Higher Education and Training
DoE	Department of Education
DoH	Department of Health
DoL	Department of Labour
DSD	Department of Social Development
DPW	Department of Public Works
ECD	Early Childhood Development
EPWP	Extended Public Works Programme
ETDP	Education, Training and Development Practitioner
ETQA	Education Training Quality Assurer
FBO	Faith Based Organisation
FET	Further Education and Training
HCBC	Home / Community Based Care
HSRC	Human Sciences Research Council
HWSETA	Health and Welfare SETA
M&E	Monitoring and Evaluation
MTEF	Medium Term Expenditure Framework
NEDLAC	National Economic Development and Labour Council
NLRD	National Learners' Record Database
NGO	Non-Governmental Organisation



Acronyms continued

NPO	Not for profit Organisation
NQF	National Qualifications Framework
NSA	National Skills Authority
NSDS	The National Skills Development Strategy.
NSF	National Skills Fund
NYSP	National Youth Service Programme
OBET	Outcomes-Based Education and Training
PoE	Portfolio of Evidence
PM	Project Management
RPL	Recognition of Prior Learning
SAQA	South African Qualifications Authority
SARS	South African Revenue Services
SDA	Skills Development Act
SDLA	Skills Development Levies Act
SETA	Sector Education and Training Authority
SLA	Service Level Agreement
SSP	Social Sector Plan
TA	Technical Assistance
VCT	Voluntary Counselling and Testing
WSP	Workplace Skills Plan
DoS&L	Department of Safety and Liason
DoSRSA	Department of Sport Recreation South Africa

Section 6

ANNEXURE - QUALIFICATION



SAQA QUAL ID	QUALIFICATION TITLE				
58761	Further Education and Training Certificate: Early Childhood Development				
ORIGINATOR		ORIGINATING PROVIDER			
SGB Early Childhood Development					
QUALITY ASSURING BODY					
ETDP SETA - Education, Training and Development Practices Sector Education and Training Authority					
QUALIFICATION TYPE	FIELD	SUBFIELD			
Further Ed and Training Cert	Field 05 - Education, Training and Development	Early Childhood Development			
ABET BAND	MINIMUM CREDITS	OLD NQF LEVEL	NEW NQF LEVEL	QUAL CLASS	
Undefined	140	Level 4	NQF Level 04	Regular-Unit Stds Based	
REGISTRATION STATUS		SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE	
Reregistered		SAQA 0480/09	2009-07-01	2012-06-30	
LAST DATE FOR ENROLMENT		LAST DATE FOR ACHIEVEMENT			
2013-06-30		2016-06-30			
<p><i>In all of the tables in this document, both the old and the new NQF Levels are shown. In the text (purpose statements, qualification rules, etc), any reference to NQF Levels are to the old levels unless specifically stated otherwise.</i></p> <p>This qualification replaces:</p>					
Qual ID	Qualification Title	Old NQF Level	New NQF Level	Min Credits	Replacement Status
23116	National Certificate: Early Childhood Development	Level 4	NQF Level 04	120	Complete

PURPOSE AND RATIONALE OF THE QUALIFICATION

Purpose:

This is an entry-level Qualification for those who want to enter the field of Education, Training and Development, specifically within the sub-field of Early Childhood Development (ECD). Many of those who will seek this Qualification are already practising within the field, but without formal recognition. This Qualification will enable recipients of this Qualification to facilitate the all-round development of young children in a manner that is sensitive to culture and individual needs (including special needs), and enable them to provide quality early childhood development services for children in a variety of contexts, including community-based services, ECD centres, at home and in institutions. In particular, recipients of this qualification will be able to:

- ? Plan and prepare for Early Childhood Development.
- ? Facilitate and monitor the development of babies, toddlers and young children.
- ? Provide care and support to babies, toddlers and young children.

Practitioners will generally carry out their role under supervision and with the support of designed programmes.

This Qualification will provide a means for formal recognition of those who are already practising in the field, but without qualifications, as well as for those who wish to enter the field. This qualification will also provide a basis for further professional development in the higher education and training band for many experienced practitioners in the field who have had limited or difficult access to further career development opportunities.

Rationale:

Early Childhood Development (ECD) is a priority area within the South African context and is supported by legislation, national policies and strategies. The development of babies, toddlers and young children forms the most critical foundation of further development into childhood and adulthood. There is thus a vast need for ECD services, and it is critical that the field should be served by competent practitioners. In order to meet the needs at ECD level, it is important to be able to identify and recognise competent ECD practitioners who are able to work in a variety of ECD contexts. This qualification will provide a means to give recognition to practitioners at an entry level, thus making it possible for practitioners to increase their employment prospects, and at the same time provide the field with suitably qualified practitioners.

LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING

- ? Communication and Mathematical Literacy at NQF level 3 or equivalent.
- ? Second language at NQF level 2 or equivalent.

Recognition of Prior Learning:

This Qualification can be achieved wholly or in part through recognition of prior learning in terms of the defined exit level outcomes and/or individual Unit Standards.

Evidence can be presented in various ways, including international and/or previous local qualifications, products, reports, testimonials mentioning functions performed, work records, portfolios, videos of practice and performance records.

All such evidence will be judged in accordance with the general principles of assessment and the requirements for integrated assessment.

Access to the Qualification:

There is open access to this Qualification bearing in mind the learning assumed to be in place.

RECOGNISE PREVIOUS LEARNING?

Y

QUALIFICATION RULES

The Qualification consists of a Fundamental, a Core and an Elective Component.

To be awarded the Qualification, learners are required to obtain a minimum of 140 credits as detailed below.

Fundamental Component: The Fundamental Component consists of Unit Standards in:

- ? Mathematical Literacy at NQF Level 4 to the value of 16 credits.
- ? Communication at NQF Level 4 in a First South African Language to the value of 20 credits.
- ? Communication in a Second South African Language at NQF Level 3 to the value of 20 credits.

It is compulsory therefore for learners to do Communication in two different South African languages, one at NQF Level 4 and the other at NQF Level 3.

All Unit Standards in the Fundamental Component are compulsory.

Core Component: The Core Component consists of Unit Standards to the value of 64 credits all of which are compulsory.

Elective Component: The Elective Component consists of Unit Standards to the value of 165 credits. Learners are to choose Unit Standards to the minimum of 20 credits.

1. Those who wish to take up employment as a Grade-R practitioner are advised to take the following Elective Unit Standards:

- ? ID 244260: Facilitate a Life Skills Learning Programme in the Reception Year.
- ? ID 244257: Facilitate a Literacy Learning Programme in the Reception Year.
- ? ID 244256: Facilitate a Numeracy Learning Programme in the Reception Year.

2. Those who wish to specialise in management of an ECD Service are advised to do the following Elective Unit Standards:

- ? ID 242816: Conduct a structured meeting.
- ? ID 242812: Induct a member into a team.
- ? ID 242819: Motivate and Build a Team.
- ? ID 114583: Develop, implement and evaluate a marketing strategy for a new venture.
- ? ID 114592: Produce business plans for a new venture.
- ? ID 114590: Mobilise resources for a new venture.
- ? ID 114585: Plan strategically to improve business performance.
- ? ID 114596: Research the viability of a new venture, ideas/opportunities.
- ? ID 114593: Tender to secure business for a new venture.
- ? ID 244481: Evaluate ECD programmes and services.
- ? ID 244478: Manage an ECD service.

3. Those who wish to specialise in Gender Equality and Women's Empowerment (GEWE) are advised to do the following Elective Unit Standards:

- ? ID 117895: Demonstrate how society and socially constructed roles impact on gender attitudes and behaviours and contribute to women's oppression.
- ? ID 120036: Analyse the role of institutions in developing and perpetuating gender inequality.

In addition to this, learners must select additional Unit Standards from other specialisation areas listed in order to obtain a minimum of 20 credits.

4. Those who wish to specialise in Human Rights are advised to do the following Elective Unit Standards:

- ? ID 119661: Demonstrate knowledge of the foundations of human rights and democracy.
- ? ID 119662: Describe the relevance of human rights and democratic practices in South African society.

In addition to this, learners must select additional Unit Standards from other specialisation areas listed in order to obtain a minimum of 20 credits.

5. Those who wish to specialise in Life Skills are advised to do the following Elective Unit Standards:

- ? ID 114938: Describe how to manage anxiety and depression in the workplace.
- ? ID 114942: Describe how to manage reactions arising from a traumatic event.

If learners choose to, it is preferred that the learners achieve the replacement Unit Standard ID 244571 rather than the original ID 114938.

In addition to this, learners must select additional Unit Standards from other specialisation areas listed in order to obtain a minimum of 20 credits.

6. Those who wish to specialise in Inclusive Education are advised to do the following Elective Unit Standards:

- ? ID 244259: Support children and adults living with HIV and AIDS.
- ? ID 13643: Develop learning programmes to enhance participation of learners with special needs.
- ? ID 244610: Refer a person with a disability to specialised services.

EXIT LEVEL OUTCOMES

1. Communicate in a variety of ways within Early Childhood Development and societal settings.
2. Use mathematics literacy in real life and education, training and development situations.
3. Plan and prepare for Early Childhood Development.
4. Facilitate and monitor the development of babies, toddlers and young children.
5. Provide care and support for babies, toddlers and young children.

Critical Cross-field Outcomes:

This Qualification addresses the following Critical Cross-Field Outcomes, as detailed in the associated unit standards:

- ? Identify and solve a variety of problems showing that responsible decisions have been made based on knowledge of Early Childhood Development and teaching practices.
- ? Work effectively with others as a member of a team and in co-operation with family members and the community in supporting early childhood development.
- ? Organise oneself and one's activities responsibly to manage an effective learning programme that meets the needs and interests of young children.
- ? Collect, analyse, organise and critically evaluate information relating to children's needs and progress in the Early Childhood Development programme.
- ? Communicate effectively with co-workers, children, their families and community members using visual materials and language skills, mainly verbal but also in writing.
- ? Use appropriate technology in making learning resources and solving problems relating children's health and safety, showing responsibility towards the environment.
- ? Demonstrate an understanding of the holistic and integrated nature of child development and the interaction of various social, economic and environmental systems in creating and solving problems related to providing Early Childhood Development services.

Developmental outcomes:

- ? Reflect on and explore one's own learning strategies and those used by young children.
- ? Participate as a responsible citizen in the life of the local community by facilitating the learning and development of its young children in co-operation with families and advocating children's rights to quality learning opportunities.
- ? Be culturally and aesthetically sensitive across a range of social contexts by exploring and implementing anti-bias and culture-fair attitudes, values and practices that also involve art, music and dramatic play activities.
- ? Explore education and career opportunities in the Early Childhood Development sub-field.
- ? Develop entrepreneurial opportunities in setting up and managing Early Childhood Development services, learning basic administrative skills and craft skills in making learning resources.

ASSOCIATED ASSESSMENT CRITERIA

The following assessment criteria promote integrated assessment at the Exit Level Outcome level. Further guidance regarding integrated assessment is provided under the heading "integrated assessment":

Associate Assessment Criteria for Exit Level Outcome 1:

- ? Communication within and about Early Childhood Development planning, facilitation, care, monitoring and feedback is clear, understandable and effective.
- ? Communication with children and adults is appropriate to their needs and age.

Associate Assessment Criteria for Exit Level Outcome 2:

- ? The tools and concepts of mathematics are used effectively to facilitate planning and management of Early Childhood Development programmes and services.
- ? Applications of mathematics in personal and work-related contexts are consistent with the given mathematical processes and principles.

Associate Assessment Criteria for Exit Level Outcome 3:

- ? A practical knowledge of how children learn and develop underpins the planning of a wide range of learning activities and resources to facilitate integrated learning and holistic development.
- ? Decisions about children and programme planning are based on knowledge of early childhood development and teaching practices, showing recognition of how personal values, opinions and biases can influence one's judgement.
- ? Activities are designed that are stimulating and developmentally appropriate.
- ? Space, equipment, materials and the environment are prepared to stimulate children's interest and promote development.

Associate Assessment Criteria for Exit Level Outcome 4:

- ? Facilitation is carried out using a developmentally appropriate range of activities and resources, thus promoting integrated learning and holistic development.
- ? Individuals and groups are effectively managed using a range of appropriate techniques.
- ? All activities and resources are culture-fair and free from race and gender bias, and are adapted where necessary for children with special needs.
- ? Children with disabilities and barriers to learning are helped to participate fully in the Early Childhood Development programme in co-operation with families, health practitioners and specialist agencies.
- ? Observations of children are continuous and provide sufficient information to establish patterns of development.
- ? Records of child development are useful for contributing towards assessment of individual development, referrals, design of programmes and activities, and evaluation of activities and programmes.
- ? Information about children's development and needs are shared with families informally on an individual basis and in more structured group situations based on an understanding of how adults learn.

Associate Assessment Criteria for Exit Level Outcome 5:

- ? Safety measures and routine practices for maintaining a clean, safe and healthy environment are implemented throughout the provision of Early Childhood Development services.
- ? Children are supervised appropriately for their developmental level in relation to the degree of risk involved.
- ? Responses to incidents or accidents are appropriate to the situation.
- ? Family members are encouraged to participate in activities with children and/or in activities related to maintaining a good programme.
- ? Available resources in the community are used to support the Early Childhood Development programme.
- ? Good quality services and the rights of children and families are advocated through working with families, the community and other practitioners.

Integrated Assessment:

Evidence of integration will be gained by designing and conducting assessments that ensure the unit standards are assessed in clusters linked to each exit level outcome as identified below. Assessors are to be guided by the detailed specifications indicated in each of the identified unit standards, and further guided by the integrative assessment criteria specified for each Exit Level Outcome above. As far as possible, assessment

should make it possible to gain evidence against each unit standard while at the same time gaining evidence of integration at Exit Level Outcome level.

For the purposes of integration, assessment should be guided by the following relationships between each Exit Level Outcome and the Associated Unit Standards.

Unit Standards linked to Exit Level Outcome 3: Plan and prepare for Early Childhood Development:

- ? Prepare resources and set up the environment to support the development of babies, toddlers and young children.
- ? Prepare Early Childhood Development programmes with support.
- ? Design activities to support the development of babies, toddlers and young children.

Unit standards linked to Exit Level Outcome 4: Facilitate and monitor the development of babies, toddlers and young children:

- ? Demonstrate knowledge and understanding of the development of babies, toddlers and young children.
- ? Facilitate the holistic development of babies, toddlers and young children.
- ? Observe and report on child development.

Unit standards linked to Exit Level Outcome 5: Provide care and support to babies, toddlers and young children:

- ? Work with families and communities to support early childhood development.
- ? Provide care for babies, toddlers and young children.

Assessment should be in accordance with the following principles:

? The initial assessment activities should focus on gathering evidence in terms of the Exit Level Outcomes and the main outcomes expressed in the titles of the Unit Standards to ensure assessment is integrated rather than fragmented. Where assessment at title level is unmanageable, then the assessment can focus on each specific outcome, or groups of specific outcomes. Take special note of the need for integrated assessment.

? Evidence must be gathered across the entire range specified in each unit standard, as applicable. Assessment activities should be as close to the real performance as possible, and where simulations or role-plays are used, there should be supporting evidence to prove that the candidate is able to perform in the real situation.

? All assessments should be conducted in accordance with the following universally accepted principles of assessment:

- > Use appropriate, fair and manageable methods that are integrated into real work-related or learning situations.
- > Judge evidence on the basis of its validity, currency, authenticity and sufficiency.
- > Ensure assessment processes are systematic, open and consistent.



INTERNATIONAL COMPARABILITY

Introduction:

The international comparability for the FETC: ECD Qualification is not only informed by finding equivalent qualifications on a national qualifications framework of other countries but also by examining how the FETC ECD benchmarks from best practice in the field. It is necessary to embark on this exercise, as Early Childhood Development (ECD) in the developing world context is still largely located within programmes for community development. This being the case, early care and education has not been fully recognised as an occupation requiring professional knowledge and skills. In what follows we present best practices from countries attempting to make difference in their future citizenry through interventions in early childhood. The choices made were informed by the titles in our Unit Standards and themes that are supportive of our Specific Outcomes and Assessment Criteria. In this document the young child refers to children from birth to five years.

Kenya:

Country context and equivalence to South Africa:

In examining the Unicef country profile the following was deemed comparable to young's realities in the South African context. Although all of them do not deal directly with the birth to four cohort the information, amongst other things, does point to the need for early intervention through recognition of early care and education as an important space:

? More than 10 per cent of Kenya's 15 million children are orphans; about 650,000 of them have lost parents to HIV/AIDS.

? Access to ECD services is poor. Most children reside with families and communities and do not attend centre-based provisioning.

? School enrolment is increasing, but approximately 1.7 million children still do not attend school, largely due to poverty, child labour and truancy by children struggling to maintain orphan-headed households.

? Nearly a quarter of school-age children have disabilities, but only a small percentage of these children are enrolled in special education classes.

? Delivery of medical care is poor. In many communities, patients must walk long distances to receive medical care.

? Illnesses caused by a lack of clean drinking water or sanitation facilities are a problem for children. About 62 per cent of the population has access to improved drinking water sources, and about half the population uses adequate sanitation facilities.

Best Practice Profile:

One of the key ways in which Kenya is making a difference in the lives of children in the context of HIV/AIDS is through the Kenyan Orphans Rural Development Programme (KORDP). Two key practices are considered as exemplary within the programme. The community-based approach and psychosocial support underpins the practices with vulnerable children from 2 to 6 years.

The first way in which KORDP works is through the community to establish an ECD centre. Seven committees are established-food security, income generating activities, education, shelter, health and HIV/AIDS, psychosocial support and evaluations/documentations. Each committee has seven members-involving a significant chunk of the community.

A community development motivator is trained in providing psychosocial support for ECD committees. Members of these committees are enabled to find the most effective ways of dealing with young children infected, affected and orphaned by HIV/Aids. The aim is get the trainees to carry the message that young children need not only food but also a loving touch and a listening ear. They are encouraged to ask questions such as:

? How can we create safe and supportive space for children to express themselves?.

? How do children with HIV/AIDS feel when they are socially shunned?.

At the Early Childhood Development centres as many as two-thirds of the children have lost at least one parent. Each centre has a trained caregiver. The training includes building competence in early literacy, early numeracy, and basic lessons on health and hygiene. The caregiver also has the responsibility of making referrals to a community nurse who is responsible for treating minor ailments affecting the children and their parents.

Links to the FETC: ECD Qualification:

All of the Unit Standards in the FETC: ECD Qualification contribute to building competence that are outlined as best practice above. The following unit standards have special reference to community development and psychosocial support:

- ? Working with families and communities to support Early Childhood Development.
- ? Providing care for young children (including the unit standard on HIV/AIDS).
- ? Children with special needs form an integral part of the FETC: ECD Qualification.

India:

Country context and equivalence to South Africa:

- ? India, like South Africa is a pluralistic society. Differences exist in class, gender, geography and caste.
- ? With regard to early childhood the Indian government shows political will to eliminate some of the inequalities in Indian society by reducing poverty, increasing public spending on early childhood care and education, speeding the delivery of health services and improving nutrition and food security.
- ? Malnutrition affects nearly half of all children under age five.
- ? Anaemia affects the vast majority of pregnant women and teenage girls, stunts children's growth and is a leading cause of maternal death and babies with low birth weight.
- ? Estimates of the number of people in India living with HIV/AIDS range from 2.2 million to 7.6 million.
- ? Diarrhoea, often caused by unsafe drinking water or poor sanitation, is the second leading cause of death among children. Access to clean drinking water has improved in recent years, but 122 million households lack toilets. School enrolment is increasing, but retention and completion rates remain low in part because of the poor quality of the education system, which emphasises memorisation over problem solving.
- ? Women face many forms of gender discrimination. A national preference for male children has led to an increasing gap in gender ratios of children under age six, a trend that may be attributed to female foeticide.
- ? Despite a national campaign by the government, birth registration rates are low, especially in the poorest regions.

Best Practice Profile:

In order to meet the challenges of the holistic needs of the child, India launched the Integrated Child Development Services (ICDS) in the seventies and continues to operate through this service to date.

Recognising that early childhood development constitutes the foundation of human development, ICDS is designed to promote holistic development of children under six years, through the strengthened capacity of families and communities. The programme is specifically designed to reach disadvantaged and low-income groups, for effective disparity reduction.

The programme provides an integrated approach for converging basic services for improved childcare, early stimulation and learning, health and nutrition, water and environmental sanitation - targeting young children and their parents. These target groups are reached through nearly 300,000 trained community-based Anganwadi workers and an equal number of helpers, supportive community structures/women groups - through the Anganwadi centre (childcare centres), the health system and the community.

Link with the FETC: ECD Qualification:

- ? In the FETC: ECD Qualification the unit standards are designed to develop competence for an integrated approach to early care and education. The key areas of early stimulation, health, safety and nutrition, family and community involvement are embedded within specific Unit Standards.
- ? The Qualification is aimed at a wide range of people who facilitate early childhood development.
- ? The foundational skills development of an apprenticed/supervised Early Childhood Development practitioner creates good starting points for the professional development of an early childhood teacher who works in an integrated service delivery context.
- ? The FETC: ECD Qualification adopts an anti-bias approach.

Brazil:

Country context and equivalence to South Africa:

The following aspects of the Brazilian context show similarity to the realities that challenge early care and education in South Africa:

- ? In Brazil, 54 million people live below the poverty line. Although the child mortality rate has fallen it remains disproportional to national production capacity and available technology.
- ? Maternal mortality continues to be a problem, although its magnitude is unclear due to a lack of consistent data.
- ? The fight against HIV/AIDS continues to shape the realities of young children from birth to eight years.
- ? Child survival, development, participation and protection remain challenges.
- ? There are many low-income adolescents (teen mothers) with incomplete basic education.
- ? The Early Childhood Development programmes are used as vehicles to increase family capacity to participate and strengthen high-quality early stimulation.

Best Practice Profile:

The Popular Centre for Culture and Development, a Non Government Organisation based in the south east of Brazil, intervenes in early childhood through combining education with community development in a virtual way. The Sementinha project has the following practices that are regarded as exemplary:

- ? In the absence of a building called a preschool, education takes place at itinerant venues. Teachers and children meet in church halls, rooms of district association, children's homes and open spaces in the community.
- ? Education draws inspirations from the community's culture, knowledge and practices. Children's classroom is the community.
- ? Teachers are trained to educate without a school. In particular, they are enabled to be instigators of change, creators of opportunities, formers of citizenship and promoters of generosity.
- ? Child participation is encouraged through teachers and children co-constructing meaning using the principles of Paulo Freire - action, reflection, action. Citizenship is promoted as children move through several of spaces in the community.
- ? Encourages child, teacher, family and community partnerships.

Links with the FETC: ECD Qualification:

- ? In the Unit Standard Demonstrate knowledge and understanding of the development of young children and Working with families and communities to support child development we include the importance of understanding the socio cultural context in which children live their lives.
- ? Within the Unit Standard Plan and Prepare Early Childhood Development supervision and the unit standards on facilitation and assessment we give impetus to reflective practice.
- ? The Unit Standard on Facilitation of holistic development emphasises an approach that encourages child participation.
- ? The FETC: ECD Qualification is aimed at a wide range of Early Childhood Development practitioners. We believe that their engagement with the different unit standards would enable them to take the role of creators of opportunities for young children and their families. This may well mean creating virtual classrooms.

Honduras:

Country context and equivalence to South Africa:

Within Honduras the following realities show similarities to South Africa with regard to the challenges in early care and education:

- ? Sixty-eight per cent of Honduran families are poor, mainly in rural and peri-urban areas. There are significantly more poor families in rural areas (75 per cent) than in urban areas (57 per cent).
- ? There are many instances of unemployment and child labour.
- ? There is a significant under five mortality rate.
- ? Poverty and HIV/AIDS are serious challenges to full implementation of the principles in the Convention on the Rights of the Child.
- ? Gender inequality exist.

Best Practice Profile:

The Early Stimulation Programme is part of a larger programme implemented by the Christian Children's Fund. The programme focuses on children from birth to six years and their families. Exemplary practices include the following:

- ? A holistic approach to young children's development.
- ? Attention is drawn to both home-based and centre-based activities.
- ? The home-visitor model enables women from communities to be trained as "mother guides". These guides enable parents to work around the gross and fine motor skills, cognitive skills, language, socio-affective skills, health, hygiene and personal safety. Preschool caregivers work in centre provisioning around these areas. Children have access to quality interventions either in the family context, a centre or both.

Links with the FETC: ECD Qualification:

- ? The approach to young children in the Early Stimulation Programme relates directly to the type of knowledge base we expect our Early Childhood Development practitioners to engage within the unit standard Demonstrate knowledge and understanding of development of young children.
- ? The unit standards Plan and prepare Early Childhood Development programmes under supervision, Facilitate the holistic development of young children and Observe and report on child development shape competence in facilitating early stimulation through knowledge of the whole child.
- ? Since an integrated approach informs the unit standards it creates possibilities for developing competence in working in partnerships with experienced teachers, families and communities.
- ? Although the qualification is aimed at an apprenticed supervised worker, we are aware that in the South African realities it might well be that the practitioner may work independently. This is most likely as a home visitor working directly with families on early stimulation.

United Kingdom:

The FETC: ECD Qualification was compared with the Early Years Care and Education Level 2 NCVQ/SCVQ (National Council for Vocational Qualifications/ Scottish Council for Vocational Qualifications) in the United Kingdom for the following reasons:

- ? It is directly comparable for level and is an outcome based qualification, requiring candidates to produce evidence of competent performance in the workplace based on knowledge, understanding and values and has a strong.
- ? The structure of the qualification includes mandatory and optional units similar to the FETC: ECD Qualification Core and Electives.
- ? The Level 2 is aimed at people working under the supervision of others e.g. assistants in nurseries or schools or playgroups, crèches, mothers' helps which is the same level of responsibility at which FETC: ECD Qualification is aimed.

? There is high compatibility between the principles underpinning the two qualifications:

- > Welfare of the child.
- > Keeping children safe.
- > Working in partnership with parents/families.
- > Children's learning and development (holistic, play-based, observation of children).
- > Equality of opportunity (access, avoidance of stereotyping, inclusion).
- > Anti-discrimination.
- > Celebrating diversity.
- > Confidentiality.
- > Working with other professionals.
- > The reflective practitioner.

Similarities and Differences:

- ? FETC: ECD Qualification Unit Standard Title Core.
- ? Early Years Care And Education Level 2 Mandatory Units.
- > Comments.

- ? Prepare resources and set up the environment to support the development of young children.
- ? Maintain an attractive, stimulating and reassuring environment for children (Physical environment, Prepare and maintain displays, Reassuring environment).
- > Similar to outcome of Set up the learning environment but less focus on resourcing and none on identifying activities.
- > Provision of equipment and materials and activities is an aspect of both Implement planned activities for sensory and intellectual development and Implement planned activities for the development of language and communication skills.

? Prepare Early Childhood Development programmes under supervision.

? No equivalence.

> There is no specific requirement for analysis in the NQVC: Which is important even in the FETC Level 3 Plan and Prepare programmes. My impression is that the role of assistant in the NQVC context is somewhat different from what we mean by under supervision. It is likely that these workers are assisting in the same classroom as a more qualified teacher.

> This supports the Level 5 for this standard.

? Design activities to support the development of young children.

? No equivalent at Level 2 or Level 3 though there is provision of activities to be selected within a plan for Implement planned activities for sensory and intellectual development.

? There is no specific requirement for analysis in the NQVC- which is important even in the FETC Level 3 Plan and Prepare programmes. My impression is that the role of assistant in the NQVC context is somewhat different from what we mean by under supervision. It is likely that these workers are assisting in the same classroom as a more qualified teacher.

> This supports the Level 5 for this standard.

? Demonstrate knowledge and understanding of the development of young children.

? Underpinning knowledge specified in most the NQVC units includes an understanding of child development of different kinds e.g. attachment, social skills development, sensory and motor development but this appears to be presented as uncontested fact rather than theorised.

? Facilitate the holistic development of babies, toddlers and young children.

? Support children's physical development needs (help children to toilet and wash hands, help children when eating and drinking, support opportunities for children's exercise, support children's quiet periods).

? Support children's social and emotional development (help children adjust to new settings, help children relate to others, help children to develop self-reliance and self-esteem, help children to recognise and deal with feelings, assist children to develop positive aspects of their behaviour).

? Implement planned activities for sensory and intellectual development (provide activities, equipment and materials for creative play; play games with children; assist children with cooking activities; provide opportunities for manipulative play; examine objects of interest with children).

? Implement planned activities for the development of language and communication skills (implement music lessons, implement and participate in talking and listening activities, select and use equipment and materials to stimulate role play, select and display books, relate stories and rhymes).

? Has an interactive focus but activities are planned by supervisor.

> Relate to several aspects of facilitation but are more focused to particular areas of development and/or types of activities such as we had in the range statement.

? Observe and report on child development.

? Work with families and communities to support early childhood development.

? Relate to Parents (Interact and share information, share the care of children with parents).

> Support parents in developing their parenting skills, a Level 3 option is closer working with families and communities including parenting support and linking with resources.

? Provide care for young children.

? Maintain the safety and security of children(Safe environment, supervision, emergency procedures, cope with accidents and injuries, help protect children from abuse)

? Support children's physical development needs.

> Correlates with safety aspects of FETC: ECD standard.

> Includes, some aspects of hygiene, nutrition, illness, routines.

? Contribute to the achievement of organisational requirements(carry out instructions, give feedback).

> Assistant is involved in routine maintenance of child care programmes (no equivalent).

? FETC: ECD Unit Standard Title Elective.

? Early Years Care and Education Level 2 Optinal.

> Comments.

- ? There are no comparable electives-special needs is at a higher Level.
- ? Monitor, store and prepare materials and equipment.
- > Administrative and technical support getting materials ready no equivalent.
- ? Feed Babies.
- > Bottles, formula, food.
- > Basic knowledge of development in first year.
- ? Provide for babies' physical development needs.
- > Washing, nappies, dressing, stimulating, cleaning nursery.
- > Stimulation outcome accords with some of facilitate holistic development of babies, toddlers and young children.
- ? Contribute to the effectiveness of work teams.
- > Unit forms part of several care qualifications where people work in teams-Similar to working in a Team SO of phased out Managing the ECD Learning Programme.
- ? Work with parents in a group.
- > Inform parents, encourage them to participate in group functions and children's activities.
- > Some similarity to work with families but limited to the group around the child care setting.

The Early Years Care and Education Level 2 qualification covers many of the same elements as the proposed FETC ECD-a strong focus on health and safety, and on interactions with children which respect their developmental level and support their development. While both qualifications are designed for a worker in an assistant role, the assistant in the UK context is clearly working within a much more structured situation with more direction and a selection of activities. The role includes many prescribed care routines.

The FETC: ECD Qualification requires more initiative and independence from the Early Childhood Development practitioner in terms of designing activities, observing and assessing children, planning and preparing the environment. In the South African context, our practitioners are working in a less supported environment and need to be able to undertake these tasks.

Competence for a wider age range is required in FETC: ECD Qualification (note that the baby standards are options in the Early Years qualification). This was justified by numbers of younger children coming into child care as five year olds move into the formal schooling system.

Conclusion:

All our Unit Standards for the FETC: Early Childhood Development Level 4 have strands that are considered to be best practice in a developing world context. The issues facing early care and education in the countries selected create certain dimensions to building foundational competence at an entry point into training. These dimensions are deemed important as we make strides in professionalising early childhood development.

ARTICULATION OPTIONS

Learners can move horizontally through the following qualifications:

- ? ID 20838: National Certificate, ABET Practice, NQF Level 4.
- ? ID 50332: Further Education and Training Certificate, ODETD, NQF Level 4.
- ? ID 23094: Further Education and Training Certificate, Development Practice, NQF Level 4.

Learners can move vertically by using this qualification as the basis for the following qualifications:

- ? ID 23118: National Certificate or Diploma in ECD, NQF Level 5.
- ? ID 20159: National Diploma, ABET Practice, NQF Level 5.
- ? ID 20478: Professional Diploma, Education, NQF Level 5.
- ? ID 50331: National Certificate or Diploma ODETD, NQF level 5.
- ? ID 49710: National Diploma Development Practice, NQF Level 5.

MODERATION OPTIONS

? Providers offering learning towards this qualification or the component unit standards must be accredited by the appropriate ETQA.

? Moderation of assessment will be overseen by the appropriate ETQA according to moderation principles and the agreed ETQA procedures.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

Assessors must be registered in terms of the requirements of SAQA and the appropriate ETQA.

NOTES

This Qualification replaces Qualification 23116, "National Certificate: Early Childhood Development", Level 4, 120 credits.

UNIT STANDARDS:

	ID	UNIT STANDARD TITLE	OLD LEVEL	NEW LEVEL	CREDITS
Core	244468	Prepare resources and set up the environment to support the development of babies, toddlers and young children	Level 3	NQF Level 03	5
Core	244462	Work with families and communities to support Early Childhood Development	Level 3	NQF Level 03	5
Core	244484	Demonstrate knowledge and understanding of the development of babies, toddlers and young children	Level 4	NQF Level 04	8
Core	244480	Facilitate the holistic development of babies, toddlers and young children	Level 4	NQF Level 04	16
Core	244475	Observe and report on child development	Level 4	NQF Level 04	6
Core	244472	Prepare Early Childhood Development programmes with support	Level 4	NQF Level 04	6
Core	244469	Provide care for babies, toddlers and young children	Level 4	NQF Level 04	10
Core	244485	Design activities to support the development of babies, toddlers and young children	Level 5	New Level Assignment Pend.	8
Fundamental	119472	Accommodate audience and context needs in oral/signed communication	Level 3	NQF Level 03	5
Fundamental	119457	Interpret and use information from texts	Level 3	NQF Level 03	5
Fundamental	119467	Use language and communication in occupational learning programmes	Level 3	NQF Level 03	5
Fundamental	119465	Write/present/sign texts for a range of communicative contexts	Level 3	NQF Level 03	5

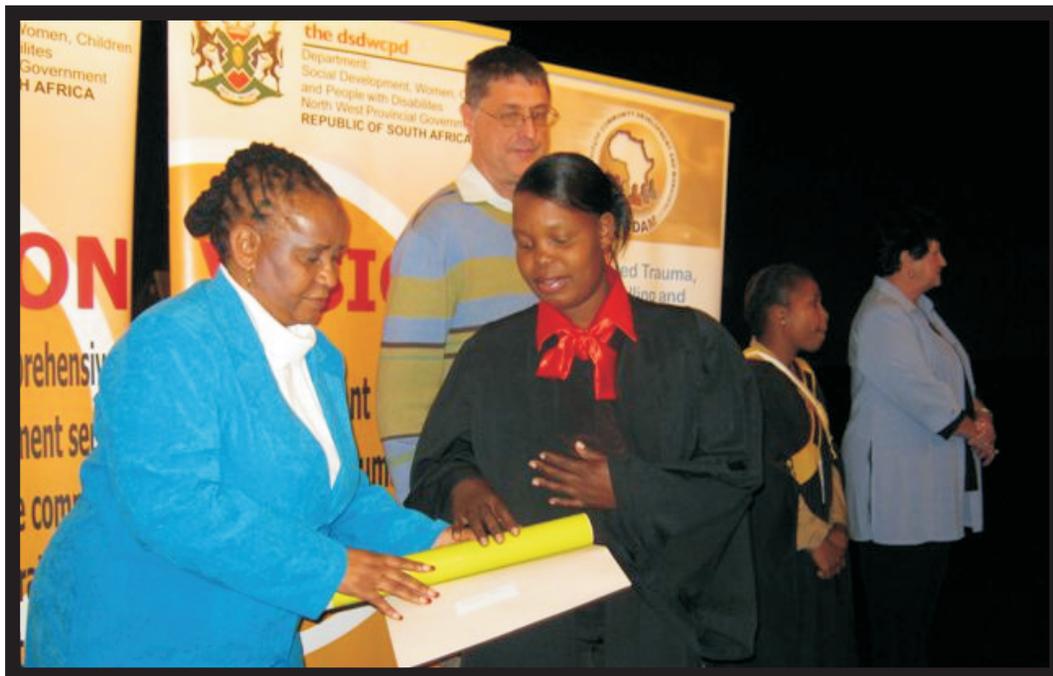
Fundamental	9015	Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems	Level 4	NQF Level 04	6
Fundamental	119462	Engage in sustained oral/signed communication and evaluate spoken/signed texts	Level 4	NQF Level 04	5
Fundamental	119469	Read/view, analyse and respond to a variety of texts	Level 4	NQF Level 04	5
Fundamental	9016	Represent analyse and calculate shape and motion in 2- and 3-dimensional space in different contexts	Level 4	NQF Level 04	4
Fundamental	119471	Use language and communication in occupational learning programmes	Level 4	NQF Level 04	5
Fundamental	7468	Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues	Level 4	NQF Level 04	6
Fundamental	119459	Write/present/sign for a wide range of contexts	Level 4	NQF Level 04	5
Elective	117895	Demonstrate how society and socially constructed roles impact on gender attitudes and behaviours and contribute to women's oppression	Level 3	NQF Level 03	8
Elective	114938	Describe how to manage anxiety and depression in the workplace	Level 3	NQF Level 03	2
Elective	244571	Describe how to manage anxiety and depression in the workplace	Level 3	NQF Level 03	2
Elective	114942	Describe how to manage reactions arising from a traumatic event	Level 3	NQF Level 03	2
Elective	242812	Induct a member into a team	Level 3	NQF Level 03	4
Elective	244259	Support children and adults living with HIV and AIDS	Level 3	NQF Level 03	8
Elective	120036	Analyse the role of institutions in developing and perpetuating gender inequality	Level 4	NQF Level 04	5
Elective	242816	Conduct a structured meeting	Level 4	NQF Level 04	5
Elective	119661	Demonstrate knowledge of the foundations of human rights and democracy	Level 4	NQF Level 04	7
Elective	119662	Describe the relevance of human rights and democratic practices in South African society	Level 4	NQF Level 04	8
Elective	114583	Develop, implement and evaluate a marketing strategy for a new venture	Level 4	NQF Level 04	8
Elective	114590	Mobilise resources for a new venture	Level 4	NQF Level 04	4
Elective	242819	Motivate and Build a Team	Level 4	NQF Level 04	10
Elective	114585	Plan strategically to improve business performance	Level 4	NQF Level 04	4
Elective	114592	Produce business plans for a new venture	Level 4	NQF Level 04	8
Elective	114596	Research the viability of new venture ideas/opportunities	Level 4	NQF Level 04	5
Elective	114593	Tender to secure business for a new venture	Level 4	NQF Level 04	5
Elective	13643	Develop learning programmes to enhance participation of learners with special needs	Level 5	New Level Assignment Pend.	6
Elective	244481	Evaluate an Early Childhood Development (ECD) service	Level 5	New Level Assignment Pend.	6
Elective	244260	Facilitate a Life Skills Learning Programme in the Reception Year	Level 5	New Level Assignment Pend.	15

Elective	244257	Facilitate a Literacy Learning Programme in the Reception Year	Level 5	New Level Assignment Pend.	15
Elective	244256	Facilitate a Numeracy Learning Programme in the Reception Year	Level 5	New Level Assignment Pend.	15
Elective	244478	Manage an Early Childhood Development service	Level 5	New Level Assignment Pend.	5
Elective	244610	Refer a person with a disability to specialised services	Level 5	New Level Assignment Pend.	8

LEARNING PROGRAMMES RECORDED AGAINST THIS QUALIFICATION:

When qualifications are replaced, some (but not all) of their learning programmes are moved to the replacement qualifications. If a learning programme appears to be missing from here, please check the replaced qualification.

NONE



**SOUTH AFRICAN QUALIFICATIONS AUTHORITY
REGISTERED QUALIFICATION:**

Further Education and Training Certificate: Social Auxiliary Work

SAQA QUAL ID	QUALIFICATION TITLE			
23993	Further Education and Training Certificate: Social Auxiliary Work			
ORIGINATOR		ORIGINATING PROVIDER		
SGB Social Work				
QUALITY ASSURING BODY				
HW SETA - Health and Welfare Sector Education and Training Authority				
QUALIFICATION TYPE	FIELD		SUBFIELD	
Further Ed and Training Cert	Field 09 - Health Sciences and Social Services		Promotive Health and Developmental Services	
ABET BAND	MINIMUM CREDITS	OLD NQF LEVEL	NEW NQF LEVEL	QUAL CLASS
Undefined	180	Level 4	NQF Level 04	Regular-ELOAC
REGISTRATION STATUS		SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE
Reregistered		SAQA 0480/09	2009-07-01	2012-06-30
LAST DATE FOR ENROLMENT		LAST DATE FOR ACHIEVEMENT		
2013-06-30		2016-06-30		

In all of the tables in this document, both the old and the new NQF Levels are shown. In the text (purpose statements, qualification rules, etc), any reference to NQF Levels are to the old levels unless specifically stated otherwise.

This qualification does not replace any other qualification and is not replaced by any other qualification.

PURPOSE AND RATIONALE OF THE QUALIFICATION

The purpose of the qualification is to equip qualifying learners with the following:

- Basic knowledge and understanding of the South African context within which social services function and are delivered.
- Understanding of social development in terms of the needs, policies and the role of the social auxiliary worker.
- Basic knowledge of human behaviour, relationship systems and social issues and the ability to address social needs using appropriate social auxiliary work methods and techniques.
- The skills to work as a team member and as a provider of support services to the social work team.

The successful completion of the qualification will enable the learner to:

- Register with the SA Council for Social Service Professions as a Social Auxiliary Worker in terms of section 18 of the Social Service Professions Act, 1978 (Act 110 of 1978).
- Continue learning and gain access, for example to the Bachelor of Social Work (NQF Level 7) qualification.

Rationale:

A national priority in South Africa is to address the many social development needs prevalent amongst individuals, families, groups and communities. Social auxiliary work and social work are

acknowledged as being essential to address these priority social needs. Social auxiliary work and social work are in the frontline of social development and transformation, particularly in traditionally under-resourced communities.

The need for social auxiliary workers in South Africa was identified more than 10 years ago, leading to the role and functions of Social Auxiliary Work being defined in the Regulations to the Social Service Professions Act, 1978. These Regulations define social auxiliary work as " an act or activity practised by a social auxiliary worker under the guidance and control of the social worker and as a supporting service to a social worker to achieve the aims of social work". This implies that social auxiliary workers are assistants to social workers, providing support services and working under the supervision of social workers. Social auxiliary work complements and supports social work in all focus areas with services to individuals, families, groups and communities.

In order to provide this assistance and support to the social work team, a qualification in social auxiliary work and registration with the SA Council for Social Service Professions are necessary.

LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING

In order to gain access to this qualification a learner must possess at least a Grade 10 or equivalent certificate or an NQF Level 3 qualification.

Learners registering for this qualification must have the following skills:

- Reading, writing, listening and speaking in English, equivalent to NQF Level 3, as at least 80% of the textbooks and documentation are in English.
- The ability to undertake independent learning.

Recognition of Prior Learning:

Any learner wishing to be assessed for the Recognition of Prior Learning may do so, according to recognised procedures.

Learners not in possession of such qualifications may access a Bridging Programme² and if successful, they will be accepted as learners for the social auxiliary work qualification.

RECOGNISE PREVIOUS LEARNING?

Y

QUALIFICATION RULES

The Qualification consists of a Fundamental, a Core and an Elective Component.

To be awarded the Qualification learners are required to obtain a minimum of 180 credits as detailed below.

FUNDAMENTAL COMPONENT

The fundamental Component consists of:

- Mathematical Literacy at NQF Level 4 to the value of 16 credits
 - Communication at NQF Level 4 in a First South African Language to the value of 20 credits
 - Communication at NQF Level 3 in a Second South African Language to the value of 20 credits
- It is compulsory therefore for learners to do Communication in two different South African languages, one at Level 4 and the other at Level 3.

The Fundamental Component totalling 56 credits is compulsory.

CORE COMPONENT

The Core Component consists of Outcomes to the value of 116 credits, all of which are compulsory.

ELECTIVE COMPONENT

Credits to the value of at least 8 credits, the focus areas of which are indicated in the Notes.

EXIT LEVEL OUTCOMES

1. Demonstrate basic understanding of the South African social welfare context, the policy and practice of developmental social welfare services and the role of the social auxiliary worker within this context.

2. Define and demonstrate understanding of the purpose of social auxiliary work and the role and functions of a social auxiliary worker in relation to a social worker within the South African context.

3. Consistently reflect the values and principles contained in the Bill of Rights and the social work profession's Code of Ethics in service delivery as a social auxiliary worker.

4. Demonstrate a basic understanding of the South African judicial system and the legislation governing and impacting on social auxiliary work and social work.

Range:

Legislation includes the Social Service Professions Act, Non Profit Organisations Act, the Basic Conditions of Employment Act, the Skills Development Act, and the Labour Relations Act.

5. Demonstrate a basic understanding of human behaviour, relationship systems and social issues.

Range:

Social issues include poverty, unemployment, HIV/AIDS, crime, child abuse, domestic violence, drug abuse, housing, etc.

6. Implement appropriate social auxiliary work methods and techniques to address the social needs of Client Systems 1.

Range:

Social Auxiliary Work methods and techniques include individual care, family care, group care, community care and introductory research.

7. Use appropriate resources in service delivery to client systems.

Range:

Resources include human, financial, public and private sector organisations, multi-sectoral structures and bodies.

8. Work effectively with social workers and members of multi-sectoral teams in social service delivery.

Range:

Teams include the social work team consisting of social worker, student social worker, social auxiliary worker and volunteers.

9. Work effectively as a social auxiliary worker to address the special needs and problems experienced by at least 3 of the priority focus groups in social welfare.

Range:

Special needs include those experienced by people affected by mental, physical and sensory disabilities, chronic illnesses, drug abuse, crime, unemployment, poverty, family disintegration, child abuse and neglect and street children

Focus groups include children, older persons, the youth, women, people with disabilities, the poor.

10. Keep precise records and compile accurate reports on social needs and social auxiliary work activities and file them appropriately.

Range:

Records and reports include process notes, process reports, summary reports, evaluation and team reports linked to the various interventions; minutes of meetings.

11. Provide an efficient research and administrative support service to the social worker.

12. Demonstrate basic knowledge of financial matters related to social auxiliary work.

13. Demonstrate self-awareness regarding personal capacities, attitudes and skills and a willingness to develop them further under the supervision of a social worker.

Critical Cross-field Outcomes:

The following critical cross-field outcomes are embedded in the Exit Level Outcomes:

- Identify and solve problems using creative thinking. (Exit Level Outcomes 6 and 9)
- Work effectively with others as a member of a team, group, organisation and community. (Exit Level Outcomes 2, 7 and 8)
- Organise and manage oneself and one`s activities responsibly and effectively. (Exit Level Outcomes 10 and 13)
- Collect, analyse, organise and evaluate information. (Exit Level Outcomes 6, 10 and 11)
- Communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written presentation. (Exit Level Outcomes 5, 6, 8, 9 and 10)
- Demonstrate cultural and aesthetic sensitivity in dealings with clients, colleagues and communities. (Exit Level Outcomes 3, 5, 6, 7, 8 and 9)
- Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation. (Exit Level Outcomes 5, 7,8 and 9)
- Demonstrate ethical and professional behaviour. (Exit Level Outcomes 3, 6, 8 and 9)
- Lay the foundation for life-long learning and ongoing competency. (Exit Level Outcome 13)



ASSOCIATED ASSESSMENT CRITERIA

- 1.1 Descriptions of social welfare purposefully include the principles and characteristics of the developmental paradigm.
- 1.2 Descriptions of the South African social welfare context reflect an understanding of the need to implement the developmental approach in service delivery.
- 1.3 Assessments of social service programmes reflect the ability to identify and incorporate the fundamental principles of the developmental approach.
- 1.4 Descriptions of the social auxiliary worker`s role take the South African context and the paradigm of development clearly into consideration.
- 1.5 Descriptions accurately indicate the basics of how social welfare policies are formulated and accepted.

- 2.1 Definitions of social auxiliary work and social work clearly highlight the differences between the two and their relationship with each other.
- 2.2 Definitions of social auxiliary work accurately contain the fundamental elements of providing a supportive and complementary service to social work, focusing particularly on prevention, social development and care.
- 2.3 Motivations for social auxiliary work pinpoint the substantial elements of the occupation`s critical role within the social welfare context.

- 3.1 Practice appropriately reflects a concern for and commitment to social justice, respect for human diversity and the protection of human rights.
- 3.2 Service delivery purposefully and consistently reflects ethical and professional practice, relationships and attitudes.

- 4.1 Descriptions accurately summarise the process of passing legislation.
- 4.2 Descriptions accurately highlight the various courts, their role players and scope within the judicial system from a social auxiliary work perspective.
- 4.3 Descriptions clearly describe the sections in the Social Service Professions Act pertinent to social auxiliary work and social work and an understanding of the SACSSP`s role and functions.
- 4.4 Descriptions correctly identify the significant sections of the legislation impacting on social service delivery.

- 5.1 Descriptions appropriately explain human behaviour in terms of the life cycle of human beings from a social auxiliary work perspective.
- 5.2 Descriptions clearly identify the importance, type and nature of human relationships.
- 5.3 Descriptions clearly highlight the nature, extent, causes and impact of pertinent social issues from a social auxiliary work perspective.
- 5.4 Practice clearly demonstrates the ability to develop and maintain a professional relationship with client systems.

- 6.1 Descriptions clearly contain the basic theory of communication from the perspective of social auxiliary work.
- 6.2 Service delivery incorporates appropriate plans for interventions to individuals, families, groups and communities in collaboration with the target group and the social worker.
- 6.3 Services to individuals, families, groups and communities are appropriate and reflect a clear understanding of the processes involved in each social auxiliary work method.
- 6.4 Practice reflects a clear identification and appropriate use of client systems` strengths and weaknesses.
- 6.5 Services show an effective and appropriate use of communication skills in working with individuals, families, groups and communities.
- 6.6 Practice demonstrates the effective use of basic problem-solving skills to address social needs.
- 6.7 Services demonstrate the appropriate use of a basic knowledge of the dynamics involved in working with individuals, groups and communities.
- 6.8 Participation in introductory research demonstrates effective implementation of this technique in social auxiliary work.

- 7.1 Service delivery clearly demonstrates a basic knowledge of a wide range of resources.
- 7.2 Referrals to appropriate resources are made effectively, according to accepted procedures.
- 7.3 Networking with organisations/bodies/structures clearly reflect the ability to access the required information, assistance and support for client systems.

- 8.1 Descriptions contain a clear understanding of the purpose and value of the team approach.

- 8.2 Practice reflects a positive attitude towards the team approach.
8.3 Services demonstrate correct identification of social work team members` roles and appropriate use of the roles.
8.4 Descriptions reflect a clear understanding of the role and functions of multi-disciplinary/ sectoral teams.
8.5 Practice purposefully reflects the ethics of teamwork.

- 9.1 Descriptions of social and physical conditions/circumstances clearly demonstrate a basic understanding of their nature and impact on people`s social functioning.
9.2 Descriptions correctly identify the role of the social auxiliary worker in conjunction with other professionals in assisting people with special needs.
9.3 Practice demonstrates the ability to implement social auxiliary work interventions effectively with at least 3 of the priority focus groups.

- 10.1 Descriptions correctly identify the necessity and responsibility for record-keeping and reporting on needs and interventions by the social work team.
10.2 Records and reports reflect a clear understanding of the social auxiliary worker`s scope of practice.
10.3 Reports and records meet the required standards for clarity, efficiency, effectiveness and purpose.
10.4 All records and reports are stored according to the values and principles of social work and organisational requirements

- 11.1 Descriptions clearly explain the importance of efficient administration and management in the organisational setting.
11.2 Practice reflects appropriate understanding of the composition and procedures of meetings.
11.3 Minutes of meetings are written that are a true reflection of the meetings and meet the organisation`s requirements.
11.4 Descriptions clearly highlight the nature, value and processes of introductory research and the social auxiliary worker`s role.
11.5 Introductory research is undertaken appropriately and effectively as a supportive service to the social worker.

- 12.1 Descriptions correctly identify the main elements related to the funding of social services according to organisational context.
12.2 Descriptions explain with clarity and understanding the procedures and methods for budgeting, financial administration and accountability when working in an organisation and with a client`s money.
12.3 The nature, scope and procedures regarding all types of Social Security grants are described in detail.
12.4 Practice demonstrates consistent accountability in terms of financial budgeting, procedures and administration.

- 13.1 Personal strengths, attitudes and weaknesses as a social auxiliary worker are identified with clarity and maturity.
13.2 The plan to address weaknesses and build skills shows a clear motivation to develop personal capacities, attitudes and skills under the guidance of a social worker.
13.3 Practice demonstrates a clear understanding of and willingness to work as a social auxiliary worker under the supervision and guidance of a social worker.

Integrated Assessment:

Assessment is conducted on a continuous basis throughout the learning programme that contains both practical and theoretical components. The learner must work in a social service delivery agency under supervision of a social worker for the duration of the programme.

The assessment by service providers and/or organisations integrates theory and practice and the related competencies.

Assessment is continuous and integrated using a range of formative and summative methods, including:

- Written and oral tests/examinations
- Problem-solving/practical assignments and essays
- Role-play and simulation sessions
- Written reports
- Peer group review
- Case and project evaluations
- Supervisor evaluations
- Feedback from beneficiaries

INTERNATIONAL COMPARABILITY

This qualification is unique to South Africa and is appropriate for the unique needs of social services in this country as well as other neighbouring countries within the Southern Africa region. It is envisaged that other SADEC countries may well use this qualification.

This Certificate also provides a stepping-stone to other qualifications at higher levels for the previously disadvantaged.

ARTICULATION OPTIONS

This qualification provides access to the NQF Level 7 qualification in Social Work.

It may also provide access to and recognition by a wide range of social service qualifications, when they are available, such as Child and Youth Care, Youth Work, Community Development and Probation Work.

MODERATION OPTIONS

Moderation must include both internal and external moderation of assessments.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

Assessors of theoretical and practical learning must meet the following criteria:

- Be in possession of a Level 7 qualification in Social Work.
- Be registered with the SACSSP as a Social Worker.
- Have a minimum of 5 years practical social work experience.
- Be registered as a qualified assessor by the relevant ETQA.

NOTES

Elective Component:

In order to achieve the minimum of 8 credits for the Elective Component, a primary understanding of the policies, legislation and organisational functioning as well as the ability, within the team context, to respond as a social auxiliary worker in one of the following focus areas is required:

- Child and Family Life
- Child and Youth Care
- Youth work
- Disabilities
- Drug abuse
- Chronic illnesses
- Mental Health
- Older persons
- Correctional services
- Victim empowerment
- Life Skills
- Community work/development

Specific Course Requirements:

This qualification is expected to be delivered in the context of the work situation, since a large part of this course relies on practical experiences. Learners are thus expected to work at an organisation providing social services for the duration of the learning programme.

Registration with the SACSSP as a learner social auxiliary worker is a statutory requirement for admission to the qualification.

Providers of the learning programme fall into two main categories. A social service organisation may be accredited as a provider of both the theoretical and the practical components. In other words, the learner receives all education and training from one provider. In other cases, the organisation may be accredited to provide the practical component only and another provider is accredited for the theoretical learning component.

Providers must be accredited by the relevant ETQA and this also applies to the fieldwork placements.

Note: The recommended breakdown of this qualification is 30% theoretical learning and 70% practical experience.

UNIT STANDARDS:

This qualification is not based on Unit Standards.

LEARNING PROGRAMMES RECORDED AGAINST THIS QUALIFICATION:

NONE



public works

Department:
Public Works
REPUBLIC OF SOUTH AFRICA



EXPANDED PUBLIC WORKS PROGRAMME

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www.epwp.gov.za**

***This document is available
on the EPWP website.***



public works

Department:
Public Works
REPUBLIC OF SOUTH AFRICA



EXPANDED PUBLIC WORKS PROGRAMME