

# **The NATIONWIDE AUDIT of ECD Provisioning in South Africa**

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# EXECUTIVE SUMMARY

## Introduction

In 2000, the National Department of Education together with the European Union Technical Support Project conducted an audit of Early Childhood Development (ECD) provisioning throughout South Africa. The aim of the Audit was to provide accurate information on the nature and extent of ECD provisioning, services and resources across the country in order to inform and support ongoing policy and planning initiatives in this crucial and expanding sector. A wide spectrum of government, non-government and private sector role players were consulted during the conceptualisation stage of the Audit. One National and nine Provincial Steering Committees, a Research and Publications Committee, a contracted national consortium, nine contracted provincial agencies/consortia and nine Provincial Coordinators were involved with the development, implementation and execution of the Audit.

An initial postal survey of ECD educator training providers was carried out to quantify, identify and classify the providers throughout the country. Concurrently, ECD sites were identified through an extensive consultative process with relevant government departments and ECD stakeholders. Subsequently, over a period of six weeks during May/June 2000, all identifiable ECD sites in the country were visited. Information was obtained on four broad areas of ECD provisioning, namely: sites, learners, educators and programmes. Site interviews were conducted by 854 especially trained enumerators, who were drawn mainly from the ECD sector and contracted to the provincial agencies/consortia. A 2% stratified random sample of audited sites were re-visited to verify the integrity of the research process.

## Vital statistics

A total of 23,482 sites were audited, in which 1,030,473 learners are enrolled and whose needs are catered to by 54,503 educators. The data suggests that fewer than one sixth of the 6.4 million children in the 0-7 age cohort in the country are in some form of ECD provisioning, with just less than half of the 5-6 year age cohort being accommodated (413,000 out of an estimated 960,000). The gender, population group and language profiles of learners is broadly consistent with national population figures.

Almost 40% of the identifiable sites are situated in rural areas, and the remainder are in urban formal and informal areas. Approximately half of all sites are based in community settings, a third are home based and less than one fifth are based in schools. About two thirds of sites are registered, mostly with the Departments of Education or Social Development. Over 60% of sites have been operating for five years or longer. While over half of all sites audited have access to piped water, flushing toilets and mains electricity, almost a tenth have access to none of these facilities. Noteworthy too is the relative size of the ECD sector with 23,482 sites, as opposed to 17,254 schools in the primary sector. The financial base of support of sites does not appear to be strong. Almost a third of the sites audited charge fees of less than R25/month, and in about half of all sites, fees are not paid regularly. In addition, more than a quarter of the sites reported that they had no source of income other than fees.

The mean age of educators is 38 years. Almost all (99%) are women and two thirds are African. The majority of educators have received their training from NGOs and are thus 'unqualified' according to current Department of Education regulations. A further 20% have received no training while 10% are adequately qualified. There is a strong relationship between experience and qualifications, with most of those with the highest qualifications having five or more years experience in the ECD sector. Salary is also linked to qualifications. Almost half of the educators earn less than R500 per month, and most of these have no training or have been trained by NGOs. Almost half of agencies providing educator training are NGOs. Only a third of training providers are accredited. The bulk of income for training of educators comes from trainee fees.

Within each of the categories of site types (school, community and home based), evidence of very low and high scores on each of the four indices were recorded. With respect to the programme of activities offered at sites, community and school based sites offer higher rated services than home based sites. Sites categorised as 'White' rate better than those categorised 'African'.

Racial inequalities are still evident in ECD provisioning. Across all four indices that were generated (support, infrastructure, programme and educator), African sites rate the lowest, whereas White sites rate highest. While racial segregation is being diffused by the emergence of a small number (less than 10%) of sites which accommodate children from a variety of population groups, the inequitable divisions in wealth distribution are self evident. Such conditions continue to reproduce a context of stark inequality along the lines of colour in which the vast majority of African children remain disadvantaged.

Another predictor of inequity is apparent in the rating discrepancies between the various provinces. At an economic and developmental level, those provinces which the Audit signals as disadvantaged with respect to ECD provisioning are rural in make-up and encompass high numbers of areas historically demarcated as 'bantustans'. A comparative analysis of the provincially derived infrastructure index scores, identifies the Eastern Cape, KwaZulu-Natal and the Northern Province as being significantly under-resourced.

### **Issues emerging**

A number of issues emerge from the findings which raise questions for ECD policy development, planning and implementation. A considerable challenge exists to address the legacy of historical inequalities which are still evident in this sector. Differences between provinces also reflect past discriminatory practices and access to resources. Another important issue centres around language practices and the dominance of English as the language of instruction across sites and provinces, seemingly irrespective of the home languages of the learners. The lack of adequately qualified and remunerated educators is a central issue as are matters relating to the accreditation and recognition of qualifications, especially NGO qualifications.

A number of areas worthy of further investigation emerge out of the Audit experience and findings. An in-depth evaluation of the quality and impact of ECD programmes is necessary. The impact of HIV/Aids on the learners in the sector needs immediate attention. The extent to which the needs of children with disabilities are being addressed requires further investigation to ensure optimal development of such learners within the mainstream education system.

## **Format of report**

This publication, **The NATIONWIDE AUDIT of ECD Provisioning in South Africa**, consists of the following chapters:

- Chapter 1 discusses ECD in the overall context of South Africa. It details the place and role of ECD in the process of redressing past inequities and ongoing transformation processes, especially with respect to the nation's children. The historical foundations of ECD provisioning are detailed as a precursor to a discussion on formalising the sector.
- In Chapter 2, the origins of the holistic model of ECD are explained as is its role as a foundation of democracy and equality, as a protector of children's rights and as a form of community development. The structures of policy and programme development are discussed. Issues relating to the curriculum, the accreditation, training and employment of educators, and the funding modalities for the sector are elaborated upon.
- Chapter 3 describes the methodology of the Audit, outlining the conceptualisation, developmental, implementation and analysis stages.
- Extensive results for the nation as a whole, in tabular and graphic format, are presented in Chapter 4. There then follows a brief textual synopsis of the main national findings. No attempt is made to deconstruct, analyse and explain each result or group of results.
- In Chapter 5, condensed results for each of the nine provinces are presented.
- In the final chapter, Chapter 6, a brief commentary is given of the main findings and outcomes of the Audit.

## **Included with the report is a CD which contains:**

- SPSS data files.
- An Access database.
- The Codebook for the datafiles.
- A user guide for the database.
- An Acrobat PDF viewer for the user guide and Codebook.

## **Conclusion**

The results detailed in this report are presented in such a way as to inform discussion, not to pre-empt or dictate it. No extrapolations or conjectures are presented. Given that this is the first time that this type of quantitative data is available, a conscious decision was taken to allow the reader to interpret the findings presented.

Overall the Nationwide Audit of ECD Provisioning was conducted successfully, despite the uncharted and complex nature of the task. For the first time, extensive empirically grounded information which reflects the nature and state of ECD provisioning in the country is available. It will prove to be an invaluable resource and reference to all those involved in the planning and provision of ECD services in South Africa.



# Chapter 1

## Contextualising ECD in South Africa

### Introduction

Early Childhood Development (ECD) is a relatively new term in the South African vernacular. It encompasses an ideological and political struggle towards the creation of a society founded on human rights, which acknowledge the centrality of childhood in human and social development and children as individuals and citizens. Current attempts to enhance the development of South African children have to be viewed within a context in which the majority of the nation's children are subjected to conditions which are far from conducive to their development. While there is much that can be noted about the appalling record of childhood deprivation in South Africa, the current lack of provision bears witness to the legacy of apartheid. ECD emerged out of the broader democratic struggle against apartheid with the goal of addressing the lack of a nurturing, educative and supportive environment for the vast majority of South Africa's disenfranchised children.

In the years leading up to the first democratic elections in 1994 the term 'educare' was adopted as it encapsulated the ideological belief that the care of young children should involve more than the mere act of keeping watch over children. Rather it should include the creation of safe, nurturing environments in which children receive care and educational stimuli in an holistic model which caters for all their physical, developmental, emotional and cognitive needs. ECD is currently defined as the provision of physical, emotional, social, spiritual and moral development for children aged between zero and nine years. The holistic and integrated nature of the South African model has resulted in a variety of delivery modes at multiple types of sites, across multiple sectors (Education, Social Development and Health), including links between broader community development and women's development and empowerment. The National Department of Education has been assigned responsibility for the 6 to 9 year cohorts, while the Department of Health and the Department of Social Development are primarily focused on the 0-5 year cohorts. Inter-sectoral collaboration in policy development and service provision is a striking feature of the current developments within ECD in South Africa.

Recent and ongoing developments within the sector reflect a global recognition of the significance of ECD with respect to the recipient children and society as a whole. There is an expanding body of international empirical research which postulates the benefits of providing structured and accredited ECD services to pre-school children. Providing appropriate stimulation, nutrition, care and health services during this critical developmental period results in: increased primary school enrolment, enhanced school performance, lower repetition and drop-out rates, reductions in juvenile crime rates, reduced remedial medical and welfare costs and improved economic and social productivity indicators. These benefits attest to the fact that the economic returns to private and social investment in ECD far outweigh the returns to any other form of human capital investment. The South African National Treasury cites international evidence which endorses this central tenet of educational investment.<sup>1</sup>

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<sup>1</sup> Intergovernmental Fiscal Review 2000, National Treasury.

South Africa is presently engaged in a process of dismantling the inherited social, economic and ideological systems and vast material divisions premised on race, gender and social class. ECD has been identified as an appropriate vehicle through which the transformation processes can be advanced. ECD interventions are particularly beneficial to disadvantaged children and women and are instrumental in breaking the cycle of inter-generational poverty. Not only is ECD essential for assisting children's transition to formal schooling, it is pivotal to the identification of children at risk from learning difficulties and social, behavioural and health problems. Furthermore, the pre-school years are the ideal phase for the inculcation of democratic principles and human rights values, including the development of anti-racism and anti-sexism principles.

The South African government has identified children's rights as central to the task of reconstruction and development. The last decade has seen the evolution and ongoing development of new policies and stratagems aimed at meeting the needs of children. However the paucity of South African empirical evidence hampered and continues to hamper the development of informed policy positions and provisioning strategies.

In order to provide a backdrop for understanding the current context of ECD, this chapter presents a brief overview of the situation of children in South Africa, followed by an abridged history of education more broadly and an overview of the evolution of ECD.

### **The state of the nation's children**

A major challenge facing the newly elected democratic government in 1994 was the need to provide holistic care for all South African children. The environment in which the majority of children found themselves had been rendered developmentally suspect by decades of racially discriminatory political, social and economic policies and practices. While previous regimes had, to a certain extent, made some provision for a facilitative growth environment for those children who were classified as White, African children were rendered increasingly vulnerable by the discriminatory nature of apartheid laws and policies, such as the migrant labour system and forced removals. Following the 1976 uprising in which school children became prominent in the liberation struggle, they were further subjected to state-engineered human rights violations.

Article 27 of the United Nation's **Convention on the Rights of the Child** (CRC) declares that every child has the right to a standard of living adequate for his or her physical, mental, spiritual, moral and social development. After the election of the African National Congress (ANC) into government in 1994, President Mandela pledged that his government would make the needs of children a priority. However, children's well-being and development depends, to a large extent, on their parents' ability to provide for them. The extent of poverty among African communities indicates that the well-being of most South African children continues to be at risk. This is borne out by a perusal of some key indicators on the state of South African children.

In 1998 the Infant Mortality Rate (IMR) was 45/1000 live births, with Africans at 47, Coloureds at 19 and Whites at 11. The under five Mortality Rate was 64 for Africans, 28 for Coloureds and 15 for Whites. Nearly a quarter of these children are lagging developmentally and a tenth

are underweight. Six out of every ten South African children live in poverty, with those in rural areas more likely than their urban peers to be poor<sup>2</sup>. South Africa currently has one of the highest numbers of children living with HIV/Aids. A 1999 Ante-natal Clinic Study<sup>3</sup> estimates HIV prevalence rates of 22% among pregnant women which could result in an additional 40,000 HIV positive infants per annum and the IMR is expected to increase to 61/1000. Furthermore, an increasing number of children will be orphaned. The Human Development Index (HDI), a measure of the socio-economic environment and life opportunities facing children (made up of longevity, standard of living and educational attainment) stands at a reasonably respectable mid-range level of 0.677 for South Africa<sup>4</sup>. However there are racial disparities: Whites and Indians scoring higher than Africans and Coloureds (0.663 as opposed to 0.5). In addition, an analysis of provincial differences shows a disparity that indicates that children in predominantly rural provinces are particularly vulnerable. The Eastern Cape, Free State and North West provinces have the highest number of children living in poverty (78%, 73% and 73% respectively) while the Western Cape and Gauteng have the lowest poverty rates (35% and 20%).

That significant numbers of South African children live in poverty cannot be disputed. That poverty negatively impacts on the lives and development of children cannot be disputed. That the HIV/Aids pandemic is undermining the developmental and survival prospects of South African children cannot be disputed. That the majority of children in South Africa continue to endure the inheritance of apartheid cannot be disputed. In such a context, the value of ECD and the role it can play in redressing past injustices and addressing current adversities becomes more apparent.

### **Children as a national priority**

One aspect of the government's task of fulfilling its commitment to children entails developing policies aimed at bettering the conditions under which they live, grow and develop. The United Nations **Conventions on the Rights of the Child**<sup>5</sup>, which is premised on the survival, development, protection and participation rights of children, was ratified by South Africa in 1995. This paved the way for locating children's needs at the centre of all government's development strategies. Article 4 of the CRC states that governments should 'undertake all appropriate legislative, administrative and other measures for the implementation of the rights recognised in the Convention'.

In January 2000, South Africa also ratified the **African Charter on the Rights and Welfare of the Child**<sup>6</sup>, developed by the Organisation of African Unity to better reflect African cultural concerns and other relevant issues not adequately covered by the CRC.

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2 Gosa/Unicef Country Programme of Cooperation, 2002-2006, 2000.

3 Department of Health Annual National HIV Sero-prevalence Survey of Women attending Antenatal Clinics, 1999.

4 Poverty and Inequality Report 1998, commissioned study by the Office of the Executive Deputy President and the Inter-Ministerial Committee for Poverty and Inequality.

5 President's Report on the State of the Nation's Children, 1999.

6 GOSA/UNICEF "Country Programme of Cooperation 2002-2006", 2000.

Within South Africa's own constitution, the **Bill of Rights**<sup>7</sup> firmly locates children's rights as paramount. Provision is made in the constitution for children's socio-economic rights, the right to basic education and protection from neglect, abuse and exploitation.

A tangible expression of these various commitments was the establishment, in 1996, of the National Programme of Action (NPA) as a mechanism for coordinated action towards the progressive realisation of children's rights. The NPA provides a holistic framework, which enables all government departments to put children's issues on their agendas and mechanisms for coordinated action between non-governmental organisations (NGOs), government and other relevant entities. The NPA has identified eight priority areas to address the needs of all South African children: Infrastructure, Special Protection Measures, Basic Education, Child and Maternal Health, Nutrition, Leisure and Recreation, Social Welfare Development and ECD. The **1996 NPA Working Document**<sup>8</sup> outlined goals, targets, role-players and national strategies for each of these priorities. Apart from being identified as a specific priority area, ECD also features in the Basic Education and Social Welfare Development priority areas, the aim being the expansion of ECD activities such as low-cost and community-based interventions, access to basic education and the attainment of at least primary education by 80% of children of school-going age through formal or equivalent schooling. Within each of these, special attention is given to children living in difficult circumstances.

It is evident that children are valued in contemporary South Africa and that their needs continue to be of primary concern throughout government's policies and strategies for change. Enabling legislation and national policies have been developed. However, as outlined in a report by the National Children's Rights Committee (NCRC) and NGOs on the implementation of the CRC "South Africa still has a long way to go to effect quality of life for the majority of her children".

### **Historical foundation of ECD provisioning in South Africa**

The precursors of current ECD programmes in South Africa can be traced back to the early 20th century, when they were instituted to address the high infant mortality and morbidity rates in the country. In 1908 a voluntary organisation, the South African National Council for Child and Family Welfare began investigating the causes of endemic fatal diseases and provided support to families and communities. This was followed by the creation of parent and community initiatives aimed at providing care and education to young children outside the home. By 1940 the Union Department of Social Welfare was providing a per capita subsidy for day-care centres while provincial education departments supported nursery schools. The standards for these services were established by the Nursery School Association of South Africa (later known as the South African Association for Early Childhood Education (SAAECE)), a body that was inaugurated in 1939 and was primarily an association of White nursery school teachers.

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7 The Constitution of the Republic of South Africa, as adopted on 8th May 1996 and amended on 11th October 1996 by the Constitutional Assembly.

8 President's Report on the State of the Nation's Children, 1999.

9 GOSA/UNICEF "Country Programme of Cooperation 2002-2006", 2000, p6.

In 1940 the Committee of Heads of Education Departments recommended the recognition of nursery schools as an 'adjunct to the national system of education'. However, they differentiated between nursery schools and crèches, the latter being seen as providing primarily a custodial service as opposed to the educational function of the former. While welfare subsidies were available for all groups, African nursery schools were not eligible. As running costs increased without a concomitant increase in subsidies, pre-school centres had to rely more and more on fee income. This resulted in nursery centres with trained teachers becoming privileged middle-class institutions while African working class children were given custodial care. Since White parents could and did pay the escalating fees, the quality of services provided in White establishments became increasingly better than that provided to the other racial groups.

There were racial discrepancies in the training of pre-school teachers, most of which was provided by NGOs. While the state did not take responsibility for establishing pre-school training facilities, it subsidised facilities that were set up by others. However, between 1948 and 1969 there was a decrease in government support for early childhood services, with the little that was available directed at supporting White children. Provisioning for White children grew in the 1970s following the passing of the National Education Policy Act (1967), which empowered White provincial education departments to take responsibility for nursery education. While there were provincial variations, departments of education facilitated growth by paying the salaries of qualified White teachers, subsidising those centres which chose to remain private, establishing pre-primary classes in some schools and introducing teacher training at many colleges.

In contrast, ECD services for African children were curtailed through various pieces of legislation. Welfare subsidies for African children were effectively eliminated by setting limits based on parental incomes. Most training courses for African teachers were restricted from 1958, while those for Whites were allowed to continue, albeit on a smaller scale. Lower level teacher training courses which were set up by the provincial education departments were phased out by the end of 1990. Following such indications of the state's unwillingness to invest in the development of pre-school services, the bulk of the work was undertaken by community organisations and NGOs. One of the positive spin-offs of this lack of involvement by the state, was that the NGO sector flourished in this area, undertaking extremely valuable work with respect to provision and the training of ECD educators that proliferated in the 1980s and '90s.

### **Formalising the ECD sector: 1980 to post 1994**

It was not until the 1980's that the state began to acknowledge the relevance of ECD. Noting the high drop-out and failure rates among African pupils, the 1981 report of the De Lange Commission emphasised the need for pre-primary education for children from disadvantaged communities and recommended the creation of a bridging course to prepare children for entry into formal education. While the government White Paper on the Provision of Education in South Africa (1983) in principle accepted the idea of a one or two year bridging course, the state cut back its involvement in ECD as a result of the South African National Education Policy (SANEP) formula for determining subsidies which did not cater for pre-primary education. Thus, while the Department of Education and Training saw the value of pre-primary education, they lacked the resources necessary to implement interventions. State involvement at the time

was characterised as inadequate, segregated, fragmented, uncoordinated and lacking a comprehensive vision. Parents, communities and the private sector bore the responsibility for ECD provisioning.

Attempts by the apartheid government to deal with ECD essentially reinforced the fragmented and inequitable provisioning. The 'White' Education Affairs Act of 1988 made provision for the establishment and maintenance of public pre-primary schools, the registration of private pre-schools and the provision of subsidies. The Child Care Act (1983), which applied to all 'at risk' children, made provision for the registration of children's homes and places of care. While it represented another limited step towards formalised ECD provisioning, it served to entrench the separation of the notions of 'care' and 'education' and the relative downgrading of 'places of care' in relation to 'educational centres'. Private and public pre-primary schools registered with the Department of Education were able to access subsidies by registering as pre-primary schools that also provided afternoon care. Furthermore, while pre-primary schools qualified for tax exemptions and enjoyed special dispensations in respect of rates, places of care and educare registered with the Department of Welfare were classified as businesses and denied such benefits.

During this period, inadequate ECD provisioning especially for African children continued. The Interim ECD Policy document (1996) suggested that only 9 - 11% of all South African children from birth to six years had access to ECD facilities. The usual racial disparities were evident with one in three White infants and children receiving ECD services, compared with one in eight Indian and Coloured children and one in sixteen African children. Furthermore, it appeared that twice as many urban children were receiving ECD services than their rural counterparts.

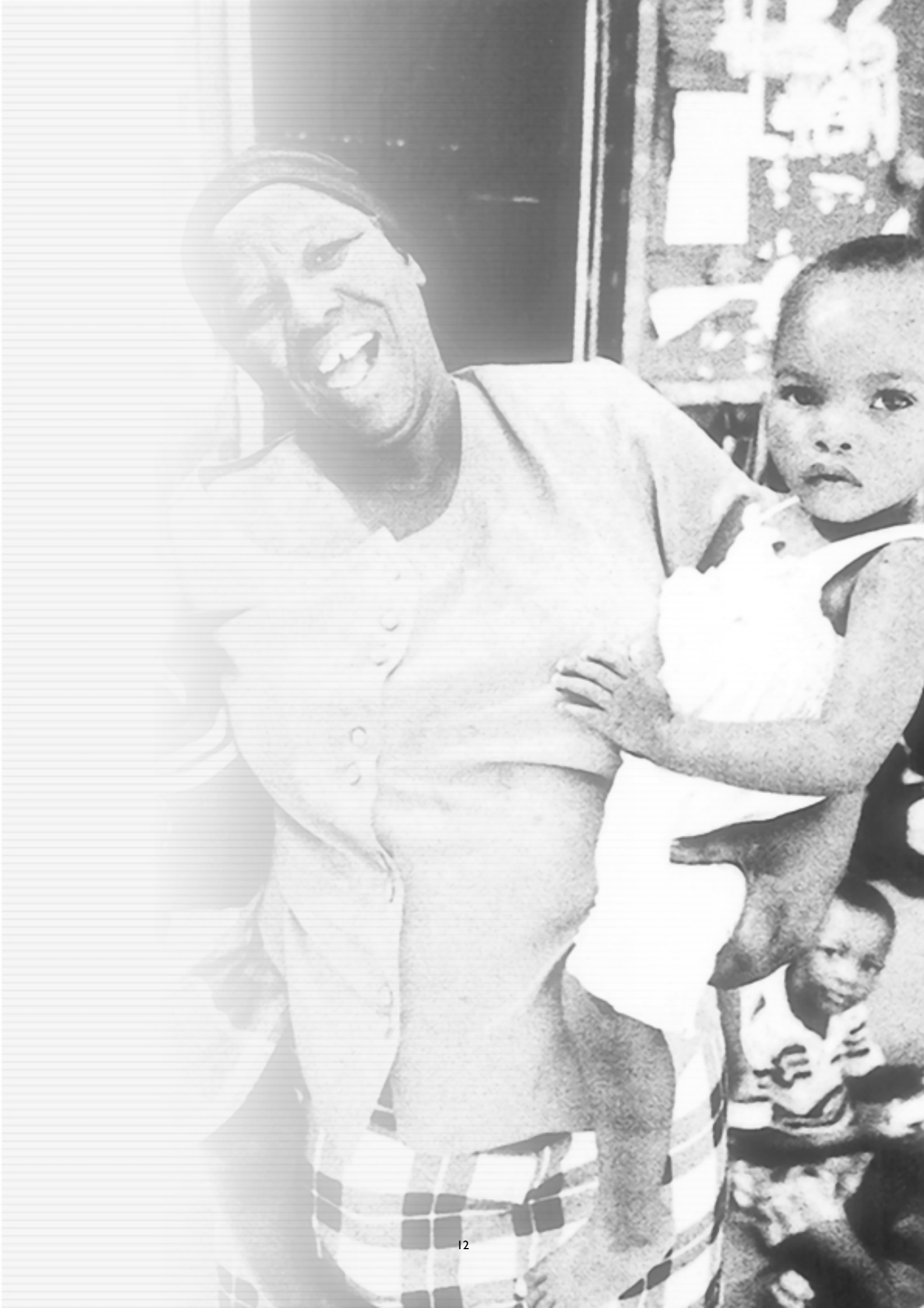
The history of racial disparity in the provisioning of ECD in South Africa was also reflected at an organisational level in terms of the national representation of ECD educators. In the early 1980s the SAAECE began to open its membership to other population groups, but continued to organise primarily in the urban areas and in relatively advantaged communities. Concurrently, there were many organisational struggles in the ECD sector that mirrored broader social struggles in the volatile political climate of the 1980s. Many of the NGOs were active in calling for children's rights and in developing alternative systems of provisioning and educator training. The National Interim Working Committee (NIWC) was launched in 1990 to set about creating a new representative national organisation. After a gruelling process of negotiation, SAAECE and NIWC finally amalgamated in 1994 to form the Congress of Early Childhood Development (SACECD). SACECD plays both a lobbying and organisational role, representing ECD educators as well as addressing issues related to provisioning.

## **Conclusion**

The history of the majority of children in South Africa is one of deprivation, in which their development has been negatively impacted by a range of social inequalities and inadequacies. In particular, the racist practices of apartheid and related socio-economic inequalities created a childhood of adversity for most African children. Poverty and the consequent low levels of nutrition, inadequate access to health care and education and a lack of basic community and household resources, have undermined the development of children at all levels.

The sector has been marginalised and devalued. Services have been fragmented and an inadequate subsidy system has reflected broader racial inequities which benefit White, middle-class children. A positive outcome of the lack of government attention to the sector has been the growth of a vibrant NGO sector, which continues to play a worthwhile role in the collaborative development of policy and provisioning stratagems. The proposed National Qualifications Framework (NQF) now offers an opportunity for those who have been trained through the NGO sector to be acknowledged and accredited for their training and experience.

Not only has ECD been marginalised and fragmented, but the predominant model of provisioning has been inherited from White, Euro-centric, middle-class contexts, which may not be the most appropriate model in the current context. The *laissez-faire* replication of this model in disadvantaged communities without sufficient funding and support, results in questionable provisioning. As will be elaborated on in the next chapter, post 1994 developments and interventions heralded a new phase in ECD with the development of an approach that is strongly committed to the holistic development of children and intent on finding creative and appropriate ways of addressing the developmental needs of all South African children.



## Chapter 2

### Current approaches

#### Introduction

Given the history of ECD and education in South Africa, it is not surprising that the current context remains one in which there are vast inequities and continued inadequacies in the way in which ECD services are provided. Nonetheless, there is evidence of progress in the sector. There is now an acknowledgement of the significance of ECD in the overall approach to children's education, development and well-being. There is a clear commitment to the reconstruction of ECD provisioning as evidenced by ongoing changes in policy and in a number of interventions and projects that have been set in motion. Emerging national policies on ECD highlight the guiding principles and vision that have evolved. Many of these principles and perspectives reflect broader global thinking within progressive frameworks of intervention and practice. This chapter sketches the current picture of policy development in ECD, highlighting developments in national policy-making and the implementation of pilot programmes and projects towards developing a framework for the reconstruction of ECD in South Africa.

#### A holistic view of ECD

The historical overview presented in the previous chapter highlights the fundamental inequities in the developmental environment of the majority of South Africa's children. They have been, and continue to be, severely disadvantaged. Global perspectives acknowledge that children's development is affected by a complex interaction of environmental factors, the demands of which cannot be satisfied by merely increasing provisioning services. Rather, it is posited that ECD must be approached within the wider framework of multiple contexts. ECD organisations in South Africa have exhibited a strong commitment to extending the care of young children into a framework of education and development, as captured in the use of the term 'educare' which viewed educational interventions as one component of caring for young children. Early childhood interventions are viewed as needing to incorporate all aspects of children's development and as a critical stage for the development of educational abilities and other crucial aspects of development.

The paradigm shift from educare to ECD has expanded the focus from programmes for children in the 0 to 6 age cohort, to include children from birth to nine years. The learning patterns of children from 0 to 9 years vary significantly from those of older children. This further strengthens the argument for the inclusion of children above the age of six in ECD's brief and has also lead to the evolving view of the 'Foundation Phase' as a transition between the relatively informal educare and home learning environments and the more formal environment of schooling.

The government and the ECD sector are striving to create policy and practice that prioritises ECD as the central component of the care of young children. Hence the widespread adoption of the term ECD as the encompassing term for the provision of services of care and education for young children. ECD is defined as "an umbrella term which applies to the processes by which children from birth to nine years grow and thrive, physically, mentally, emotionally, morally

and socially”<sup>10</sup>. The use of the term is therefore founded on an understanding of the complex nature of children’s development and in particular the interconnection of a wide range of factors which impact on early child development.

Given the emergence of this holistic view, it is not surprising that the **White Paper on Education and Training** (1995) recommended the establishment of an integrated strategy for ECD. The Paper proposed the establishment of a formal interdepartmental committee on ECD, comprised of the Departments of Education, Health, Social Development and Population Development. It recommended that the interdepartmental committee works in collaboration with representative bodies of ECD educators, trainers, resource specialists, NGOs, development agencies and the private sector.

### **ECD as a foundation of democracy and equality**

Attitudes and prejudices develop very early in the socialisation process of children. The early years are a crucial period for the inculcation of democratic and human rights values. Incorporating anti-racist, anti-sexist and human rights programmes in ECD can provide a primary point of intervention against the prejudices and discrimination that have been endemic in South African society. Furthermore, in a society that has historically been divided across lines of colour, culture, and religion; ECD can provide diversity in cultural and religious inputs and facilitate the development of a more equitable form of multiculturalism.

The Preamble to the Constitution states that we need to “heal the divisions of the past and establish a society based on democratic values, social justice and fundamental human rights”<sup>11</sup>. The Department of Education has integrated this goal through the development of appropriate guiding values across all levels of education. In a recent report of the working group on values in education (2000), the key values for promotion through education were identified as: equity, tolerance, multilingualism, openness, accountability and honour. The identified values are drawn from the Constitution and the Bill of Rights and from educational philosophy. Two major thrusts with respect to values in education are detailed. Firstly, the responsibility of centres of learning to develop the intellectual and critical capacities of all learners and secondly, the goal of challenging discrimination and prejudice on the grounds of race, gender and culture<sup>12</sup>.

### **ECD as protecting children’s rights**

The primary basis for the Government’s current position on, and response to, ECD provisioning may be found in the Constitution. Here there is a clear imperative to protect the rights of young children, including their right to basic education, health care, nutrition and security. Within this overriding goal, policy and programmes are guided by the need to redress the past. Some of the key considerations emerging from recent policy documents and pilot programmes include:

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10 White Paper on Education and Training, 1995, p.33.

11 The Constitution of the Republic of South Africa, 1996, Preamble.

12 The Department of Education of South Africa, Values, Education and Democracy: Report of the Working Group on Values in Education, 2000.

- the prioritisation of historically disadvantaged communities;
- the empowerment of historically disadvantaged parents, families and communities, especially those with little or no access to basic resources, to foster the care and development of their children;
- the need for effective, good quality childhood development programmes and an integrated social response to meet these needs;
- the creation of opportunities for all children, including those who are disabled, to participate fully and to develop fully to their potential;
- the participation in planning and provisioning debates of all stakeholders including: the Departments of Education, Health, Social Development and Population Development and representatives of parents, NGOs, RTOs, and CBOs;
- the formation of democratic governance structures which involve parents and communities; and
- the development of allocation policies which aid social and economic reconstruction and redress.

### **ECD as community development**

As part of the holistic view of ECD described above, care and education are seen as integrally related to other aspects of the child's environment. The holistic model also acknowledges the pivotal roles that parents and communities play in the care and education of children.

In the community development model, ECD sites are ideally constructed as community-based, addressing the children's needs in an integrated manner. Sites emerge out of community needs and further invest in the development of the broader community. In this way, ECD sites can play a role in bringing together different community groupings and organisations and providing an integrated community service.

This model acknowledges the very tangible links between ECD and the roles of women. The provision of community-based ECD services is seen as part of the broader goal of women's empowerment by allowing women, who have historically been solely responsible for the care and nurturing of children, the freedom to choose and develop their own lifestyles and careers. Community-based sites allow for the provision of ECD services and arrangements more appropriate to family needs and community resources and will, in the longer term, facilitate increased economic activity and productivity within the community.

### **Structures for policy and programme development**

The White Paper (1995) proposed the establishment of a formal interdepartmental committee, with the Department of Education and its ECD Directorate spearheading the process. An inaugural meeting of the ad hoc Coordinating Committee for ECD (CCECD) was held in

October 1995. This collaborative body includes the Departments of Education, Health, Social Development and Labour and its primary role is assisting the ECD Directorate in developing a framework and policies for ECD. The National Programme of Action for Children (NPA) in the Office of the President is another body which plays a key role in the development of a framework for ECD, through its engagement in the task of matching children's rights to provisioning. All provinces are active in implementing ECD policy and programmes, although the form and functioning of provincial structures and responsibilities may differ. All provinces have been involved, to various degrees, in interdepartmental cooperation. In most cases the provincial Departments of Education play the key role while the Departments of Health and Social Development are consistently involved. Some provinces have broadened their committees to include other provincial departments.

### **National ECD policy**

There are a wide range of national policies and programme interventions relating to ECD which have been developed in/by the Departments of Social Development, Health, Water Affairs and Forestry, Justice, Sport and Recreation, Labour, Correctional Services and Local Government. Issues addressed include the basic welfare of children, disability, primary health care, child protection (from abuse), as well as issues relating to ECD providers such as the subsidisation of childcare worker training through the Manpower Training Act. While some of the current legal and policy frameworks affect children from the ages of 0 to 18, they also apply to the ECD sector from the ages of 0 to 18, they also apply to the ECD sector. The White Paper on Education and Training (1995) and the Interim Policy on ECD (1996) paved the way for the development of culminating policy and legal frameworks. Once the recommendations of the National Pilot Project on ECD and the findings of the Nationwide Audit of ECD Provisioning were available, the Department of Education completed the development of its White Paper on ECD, which was passed by Cabinet in May 2001.

### **Provisioning**

The government is committed to an holistic approach to the provisioning for ECD and to ten years of free and compulsory schooling starting with a reception year for 5/6 year olds. The Interim Policy for ECD (1996), building on the 1995 White Paper, covers children in the 0 to 9 year age cohort and prioritises the phasing in of a reception year for 5 year-olds with a view to facilitating the transition to formal schooling. This interim policy which has guided a series of pilot projects, initiated at a national level and implemented throughout the provinces over the last 3-4 years. Two categories of provisioning are envisaged:

- Provisioning for all children over five years of age in the Reception Year of an integrated four-year Foundation Phase programme (Grades R, 1, 2 and 3).
- Provisioning for historically disadvantaged and/or at risk (due to factors such as poverty, ill-health, lack of family support and violence) children under five years of age will emerge out of a strong collaboration between the Departments of Education, Health, Social Development, Local Government and others.

## **Curriculum**

Changes to the curriculum are part of the broader goal of improving the quality of ECD provision and will require a longer term programme of action. Curriculum 2005 provides a curriculum framework for learners in the Foundation Phase. It focuses on eight learning areas which replace the previous model of school 'subjects'. In the Foundation Phase, three broader 'learning programmes' are identified. These learning programmes include literacy, numeracy and life skills. For Grade R, the following guidelines for teachers are provided:<sup>13</sup>

- encourage problem-solving and decision-making in critical, creative ways;
- encourage learners to work co-operatively with each other;
- affirm learners as individuals in an anti-bias setting;
- encourage communication through art, movement, drama and language;
- ensure active learning through involvement, exploration and discovery on the part of learners; and
- encourage contextual thinking.

There is currently no formalised curriculum for learners in the 0-5 year age cohort. However the intention is to ensure a curricular link between early education and the Foundation Phase. The following central guiding principles have been proposed as a framework for an interim national curriculum for the ECD sector:<sup>14</sup>

- the inclusion of knowledge, skills, processes, values and attitudes that are appropriate to the current context of social, political and economic conditions;
- the drawing on of multicultural experiences and strengths of all the various communities of South Africa;
- the adoption of a more learner-centred approach in the early learning years; and
- the development of a "pedagogy based on an interactive approach to learning and aimed at encouraging children's curiosity, developing confidence in using basic linguistic and cognitive skills and achieving fundamental literacy and numeracy".

## **Accreditation and training of educators**

Interim guidelines for the accreditation of ECD educator training providers have been developed, and progress is being made in formulating the final accreditation processes and constituting accreditation bodies. Accreditation will take place at two levels:

- the accreditation of educators will be based on the educator's required knowledge, skills and abilities. These will be elaborated upon within the competency structure of the National Qualifications Framework; and

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<sup>13</sup> Department of Education: Guidelines for Developing Learning Programmes for Grade R, 1999, p. 32.

<sup>14</sup> Department of Education, Interim Policy for ECD, 1996, p.16.

- the accreditation of ECD educator training providers will be based upon their programmes, their staff, their teaching methodologies and their resources.

The Interim Accreditation Committee (IAC) was appointed in 1997 by the Minister of Education to provide, in accordance with the NQF, the norms and standards for ECD and to accredit educators and ECD educator training providers. An ECD Standards Generating Body (SGB) was established in 2000 and new qualifications for ECD have been registered with SAQA for Levels 1, 4 and 5. These qualifications are based on unit standards developed during the National Pilot Project. A quality assurance body to accredit educator training providers has yet to be appointed. The training of educators is considered a priority, and an assessment of capacity within both the formal and NGO sectors has been undertaken as part of the Nationwide Audit of ECD Provisioning and the National Pilot Project. ECD educator training providers have begun developing their curricula according to the guidelines drawn up by the Interim Accreditation Committee.

### **Employment of ECD educators**

ECD educators are entitled to certain contract conditions and minimum wages as set down in the Basic Conditions of Employment Act. In practice the protection of the Act is not afforded to the majority of ECD educators. The interim policy on ECD suggests that the emphasis on partnerships in provisioning will continue and that employer bodies from both the public and private sectors will continue to be active within the sector. This premise means that the rights and entitlements of ECD educators, as employees in both domains, will have to be safeguarded within the frameworks of the Education Labour Relations Act, the Labour Relations Act, and the Educators Employment Act.

### **Funding of ECD services**

The interim policy for ECD argues strongly for the public funding of a national ECD programme and maintains that such funding must be mobilised from national, provincial and local government revenues. It also argues that employers, in particular, have responsibilities for the funding of ECD provisioning for their employees' children. Current funding policies are premised on:

- a recognition that the funding of ECD services involves partnerships between national, provincial and local governments, the private sector, organised labour, community organisations, parents and donor agencies;
- the existence of an enabling legislative environment to encourage the optimum mobilisation of financial resources;
- investments in the sector being within the framework of a strategy for reconstruction and development; and
- the adequate and efficient use of resources.

Following the evaluation of the National Pilot Project there is broad support for funding of the Reception Year by government. It is argued that to some extent, this is already happening, given that in some areas nearly 40% of learners in Grade I are underage<sup>15</sup>, and should more appropriately be in Grade R. Funding is the greatest constraint to the development of ECD. The “need for creative investigation of special measures/mechanisms to address appropriately the funding needs of ECD and to increase the existing pool of resources available for ECD programming”<sup>16</sup> remains the greatest challenge facing the sector.

### **Pilot Projects: testing the theories**

Well grounded, verified and appropriate information and insights are the cornerstones of responsive policy development and programme implementation. Reliable information on the state of ECD provisioning has not existed until very recently. Much of what was known about the nature of ECD provisioning, was gleaned from two pilot projects undertaken during the late 1990s.

### **The National Pilot Project**

The National Pilot Project was launched in 1997, spearheaded by the Department of Education and designed to test the interim ECD policy, particularly that relating to the Reception Year. The main objectives of the Pilot Project were to:

- research the most effective means of delivering a Reception Year programme;
- build capacity at provincial departmental level in conjunction with educator training providers;
- develop and test innovations related to the: training of educators; accreditation of educators and training providers; disbursement of subsidies; and other aspects of the interim policy; and
- promote outcomes-based education in line with the NQF.

Provinces were allocated pro-rata funds to: provide subsidies to community based sites and to contract educator training providers to provide training towards accreditation of educators. The provinces made commitments to utilise the funds in accordance with the goals of the Pilot Project and to provide provincial funds for years two and three of the project. In total 2,730 sites reaching approximately 66,000 learners participated in the Pilot Project.

In an evaluation of the national pilot project, provincial representatives reaffirmed that Grade R should be made compulsory and phased in over a five year period<sup>17</sup>. The evaluation report recommended that a combination of Grade R classes at both primary schools and community-based sites be developed, and that schools should be strongly encouraged to offer Grade R classes. With respect to the community based Grade R classes, two models of delivery have been suggested: community based Grade R classes could be formally linked with a primary school or they could be registered as independent schools.

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15 Khulisa Management Services, 1998, cited in the President's Report on the State of the Nations Children. 1999.

16 Department of Education, Interim Policy for ECD, 1996, p. 22.

17 Khulisa Management Services, National ECD Pilot Project: Phase Three Research Report. 2000.

### **The *Impilo* Project**

The Gauteng Department of Education's *Impilo* Project addressed the needs of the 0-5 year old children. *Impilo*, which means 'life', was launched in June 1997, aiming to pilot a multi-service approach to ECD provisioning with a group of children at risk and/or living in poverty, through partnerships between all government and non-government ECD role-players, as well as through the participation of families and communities. *Impilo* was successful in achieving collaboration between a broad spectrum of educator training providers, NGOs, local government, provincial government departments, including Health, Welfare, Arts and Culture, and Safety and Security. *Impilo* included three linked pilot projects which covered the full ECD age range of 0-9. These projects were based on the integration of key messages to families, communities and the ECD sector about children's basic and developmental needs and the importance of partnership in meeting these needs.

The conclusions drawn from *Impilo* included: the need for flexible models of ECD provisioning and the need for new inter-sectoral, integrated and comprehensive legal frameworks for ECD in order to ensure coordination at all levels and access to funds that can target those children most at risk.

### **Current limitations and challenges for an ECD policy framework**

Despite the various official pronouncements, policy developments and pilot programmes detailed above, the sector has yet to receive a clear indication of priority status and direction. Consequently, Departments of Education in some of the more disadvantaged provinces are directing resources away from ECD provision. Funding to the NGO sector is diminishing which may eventually hamper the sector's capacity to make meaningful contributions to ongoing developments. There are finite funds to ensure provision for all of South African young children. These financial and resource constraints pose difficult challenges for the development of a national ECD programme. Concerns have been expressed within the sector about the direction that policy development is taking. There are those who feel that the prioritisation of the Reception Year may be at the expense of the earlier years of development. Similarly some feel that too much focus has been placed on ECD sites, at the expense of developing communities and families. Linked to this argument is a strong call for an integrated legal framework for ECD that will facilitate collaborative and holistic networks for community based ECD interventions.

These problems notwithstanding, significant progress has been made in policy development, in bringing the concerns of the sector to the fore and in establishing the developmental imperatives of ECD. The pilot projects have developed and tested appropriate provisioning models. What has been lacking is a comprehensive empirical picture of provisioning in South Africa. The heretofore marginalisation, nature and evolution of the sector mitigated against centralised and formal record-keeping. Policy developments and implementation, no matter the extent to which they are based on sound, social and pedagogical tenets, are likely to fail in the absence of accurate, broad-based and verified empirical information. Finite resources tend to undermine fine policies. The ECD Directorate of the National Department of Education being cognisant of this reality, determined to face the challenges posed by this lack of verified empirical data. Thus the need to conduct the Nationwide Audit of ECD Provisioning. The following chapters detail the methodology, results and findings of the Audit.

## Chapter 3

### Methodology

#### Introduction

In May/June 2000, the National Department of Education undertook the Nationwide Audit of ECD Provisioning. In a period of seven weeks, 23,482 sites, employing 54,503 educators and providing services to 1,030,473 learners, were audited. This study is noteworthy not only for its scale and depth but also for generating, for the first time, empirically grounded and rigorous information and insights with respect to the state of ECD provisioning in South Africa. The Audit has yielded previously unavailable and invaluable data concerning a range of aspects of ECD provisioning, including profiles of sites, learners, educators and programmes. An additional outcome of the Audit is an excellent data base of ECD sites. For the first time within the sector, rigorous and verified data is now available on which to base the formation of policy and the implementation of provisioning priorities.

This chapter details the methodology of the Audit, including all aspects of the planning and implementation of this macro-study. The execution of the Audit included some of the usual phases of research, such as the identification of aims; the development and testing of the research questionnaire; and the procedures of data collection, capturing, analysis and reporting. It also included research capacity building in which 854 enumerators were trained to administer the questionnaire and gained valuable skills through their involvement in the process.

#### The rationale for the Audit

As mentioned previously, the lack of comprehensive and rigorous quantitative information regarding ECD provisioning was a significant trigger for the development of this research intervention. It had become apparent to all concerned that this lack of data was hindering informed resource allocation and policy development, as well as the quality of planning for co-ordinated and regulated services in the sector. The Department of Education prioritised the acquisition of empirical data in order to better serve the majority of the country's children.

As part of its 1996 Programme for Reconstruction and Development, the European Union funded a project titled the "European Union Technical Support to the South African Department of Education Project". The main aims of the Project, which commenced in 1998, are to increase the learning opportunities for illiterate adults and disadvantaged children and to improve the capacity of the National and Provincial Departments of Education to deliver relevant and sustainable services to the learners in these sectors. ECD is one of the three areas targeted by the EU Project. During a review of this Project in August 1998, the ECD Directorate of the Department of Education expressed the need for a national survey of ECD human and physical resources, services, educators and learners. The Directorate maintained that empirical research would, apart from aiding policy development and informing provisioning policies, contribute to inter- and intra-sectoral co-operation and increased quality assurance. The European Union agreed to fully fund the Nationwide Audit of ECD Provisioning.

## **Planning the Audit**

A hallmark of the Audit was the investment in inclusiveness from its inception. A number of consultative meetings were held with relevant stakeholders during conceptualisation. In addition, visits were made to a variety of ECD sites and training centres in Gauteng, Mpumalanga and the Western Cape. A series of meetings with relevant stakeholders were held; a meeting of all nine provincial Departments of Education, Health and Social Development was convened and a public forum on the nature, scope and implementation of the Audit was held in Pretoria. A National Steering Committee, nine Provincial Steering Committees and a National Research and Publications Committee were established.

Following a rigorous tendering and selection procedure involving pre-submission briefing sessions in Pretoria, Durban and Cape Town and the receipt of fifty five tenders, one national consortium and nine provincial agencies/consortia were contracted. The selected agencies/consortia were drawn from the NGO, university and private sectors. The national consortium was responsible for: conducting a postal survey of ECD educator training providers, identifying and listing ECD sites, developing a questionnaire to be administered at each ECD site, training provincial core trainers of enumerators, overseeing the Audit process in the provinces and assisting with the validation of a sample of completed questionnaires. The task of the nine provincial agencies was to manage the provincial Audit process including the selection, training and monitoring of the enumerators who would collect the primary data.

## **Surveying the educator training providers**

The first task of the national consortium was to conduct a postal survey of all ECD educator training providers in order to identify, quantify and classify ECD educator training provision throughout the country. A questionnaire was developed which focused on the size, location, classification and distribution of the training providers; profiles of students; the nature, levels, duration and accreditation of training programmes offered; and the levels and nature of financial support. A list of 147 training providers was drawn-up following widespread consultation and verification with NGOs, universities, colleges of education, vocational colleges, Community Based Organisations (CBOs) and private sector providers. Questionnaires with pre-paid return envelopes were posted to all. While the initial response to the postal survey was poor, sustained follow-up calls, letters and visits, resulted in completed questionnaires being received from 112 (76%) ECD educator training providers.

## **Auditing the ECD sites**

For the purposes of the Audit, an ECD site is defined as any public or private, formal or informal location wherein ECD services are offered to groups of six or more learners. Existing databases within the Departments of Education, Health and Social Development, as well as those of training providers (including some of those identified during the postal survey) were accessed. NGOs, CBOs, funding organisations and any other possible sources of information were also asked to submit site lists.

An audit questionnaire was designed to capture information on: demographics, infrastructure, learners, educators and programmes. Given that this was the first time that base-line data was being gathered in the ECD sector, pressures were considerable to include questions on as many

aspects of ECD provisioning as possible. Extremely difficult decisions had to be made regarding the eventual content of the questionnaire, and compromises were reached between that which was desirable and that which was attainable. A draft version of the questionnaire was piloted in early April 2000 in fifty sites in urban, peri-urban, rural and deep rural locations, as well as in different settings: Grade R classes in schools, community centres and homes. Adjustments were made to the questionnaire on the basis of the pilot.

Core trainers from each provincial agency were trained by the national consortium in Pretoria in matters relating to the training of provincial enumerators and the administration of the questionnaire. An enumerator manual was provided by the national consortium. The final version of this manual was made available in English, with translations of key sections in the other ten official languages.

The provincial agencies were required to select suitable enumerators to conduct the Audit. A total of 854 enumerators were trained during the first week of May 2000. They were drawn predominantly from the ECD sector: many were trainers and fieldworkers from educator training providers, others were unemployed ECD educators, a small number were community workers with relevant experience (like teaching), while still others were post-graduate social science students with research experience.

The accuracy of the information regarding the location and contact details of sites contained on the various lists was varied. The model had an in-built bias towards duplication given that some sites were listed on two or more of the lists submitted to the national consortium. While the national consortium removed those that were clearly duplicates, cases which differed only slightly with respect to site name or address were left on the list on the grounds of erring on the side of inclusion rather than exclusion. Initial lists were sent to the provincial agencies in mid-April 2000. A total of 30,101 unverified sites were listed by the National Consortium. It can be assumed that despite the rigorous process of site identification, a negligible number of sites slipped through the net. Of the 30,101 unverified sites provided on provincial lists, 7,845 were subsequently deleted by the provincial agencies as being duplicates, non-existent or closed, resulting in a revised total of 22,256.

Provincial agencies were supplied with letters of introduction for visited sites. Data collection commenced on the 8th May 2000. While the provincial agencies were responsible for supervising the enumerators, the process was also monitored and facilitated by the national consortium, the Provincial Steering Committees and the Research and Publications Committee. The Audit was initially intended to proceed for five weeks. However, given the scope of the process and some inevitable delays in site visits, fieldwork was extended until 30th June 2000. Every attempt was made to identify, locate and audit all those on the revised lists and on any 'supplementary' lists provided by the Provincial Steering Committees. Provision was also made for sites 'discovered' during the fieldwork process to be added to the lists and audited. Site information was ultimately assimilated on 23,482 sites.

Feedback from supervisors and monitors was that the process proceeded remarkably smoothly, with largely positive support and co-operation from the sites. In the few cases where access to

sites was denied ( $n < 80$ ), objections were raised to what was perceived to be yet another Departmental exercise or 'government intrusion' into their private affairs. The task of the enumerators was often an extremely daunting one. Physically locating sites was a major headache, with some having only a name and no further identifying information. There were also very long distances to be travelled, often on extremely poor roads, sometimes only to find that the site no longer existed.

Circumstances in some provinces posed further challenges to the Audit. Weather conditions were less than ideal in parts of the country, resulting in rain storms and flooding, making access almost impossible. The safety of enumerators and supervisors was also an issue in places, with transport and gang-related violence making travelling dangerous. There are many examples of the adverse conditions that enumerators confronted: one enumerator was in a site while shooting was happening on the premises; another was robbed at gun-point at a site while trying to pace out the size of the playground. Enumerators sometimes had to deal with suspicion and hostility within the sites. One enumerator, arriving at a site a day after a burglary, was viewed as a suspect and followed home for interrogation by the police. Even more extreme was the experience of another enumerator who spent a whole day in prison on a charge of trespassing after attempting to visit a site.

A stratified random sample of 2% ( $n = 465$ ) of sites was selected for verification. The selected sites were visited to ascertain whether they had in fact been audited and whether the information was correctly recorded. Verification of the information on the questionnaires was carried out by the Department of Education and the national consortium. The verification process established that all sites selected had in fact been audited and that all vital data had been recorded properly. Minor discrepancies were evident with respect to the more subjective items on the questionnaire. The data was then captured on an MS Access database. Questionnaires with missing or obviously incorrect data ( $n = 163$ ) were returned to the provincial agencies for completion. In this process of cross-checking of the collected data, no major or consistent patterns of errors were detected, and the few inaccuracies that were discovered were either corrected prior to data analysis or otherwise excluded. Specific queries were run on the data to check for remaining errors and a number of inconsistencies were discovered. These inconsistencies never exceeded more than 0.1% and did not materially affect the overall reliability of the data.

### **Analysis and presentation of the data**

The data was converted from MS Access to the Statistical Package for the Social Sciences (SPSS) and various levels of statistical analysis undertaken. Descriptive results at national and provincial levels are presented as are crosstabulations of the major indicators. All results are reported at the 5% significance level. All percentages shown in brackets are column percentages and reported to the nearest whole number.

Four indices providing summaries of key aspects of provisioning were constructed by summing and weighting individual items in the audit questionnaire. The four indices thus constructed are the:

- Infrastructure index: provides a summated picture of material and infrastructural resources at the site.
- Support index: combines items which refer to the degree of financial and educational support provided to the site by government, parents and educator training providers.
- Programme index: presents a composite measure of the educational activities and programmes being implemented at the site.
- Educator index: combines information about the highest school grade completed, qualification and teaching experience of the educators at the site.

The indices were constructed using relevant items and sub-items from the questionnaire. For example, the infrastructure index included items such as: the type of buildings; the availability of electricity, toilets and water; the learning and play areas available to learners; the existence of a kitchen etc. Each item within the index contained sub-items: the 'type of buildings' item contained sub-items such as: conventional brick, traditional mortar, shipping container, prefab, etc. Each sub-item was assigned an intuitive weighting which contributed to the overall index score which a site could achieve on any one of the four indices.

Three categories of scores were then calculated using the nationally generated median as the reference. In all cases, one standard deviation above and below the mean was defined as 'average'. More than one SD below the mean was defined as 'below average', while more than one SD above the mean was defined as 'above average'. In the Infrastructure Index the mean was 26 and the SD was 9.7. All sites who scored between 0 and 17 were grouped together as 'below average', those between 18 and 35 as 'average' and those above 36 as 'above average'. Obviously this is a construct which pre-determines that approximately 66% of the sites measured against any of the indices will fall into the 'average' category, while approximately 17% will be categorised as 'below average' and 17% as 'above average'.

The construct on its own is of little use, however, it provides a very powerful model once it is cross-tabulated with any other variable. Using the nationally generated median as the reference, allows for very useful and informative comparative analysis at provincial level and with respect to key variables. Using the nationally generated median also minimises the effects of subjectivity.

Finally, data was gathered on the length of time that sites have been operating. The results generated from this data were interpreted to refer to the 'sustainability' of the site. Further analyses were undertaken to establish which factors are most strongly related to sustainability, i.e. which factors predict whether a site is more likely to have been in existence for less than a year compared to, for example, being in existence for more than five years. The CHAID technique was used. It is a data analysis technique used to establish which 'predictor' variables amongst a list are most strongly related to a categorical dependent variable. It is a form of regression analysis for categorical data using chi-square tests of significance. Using CHAID, the

following list of factors were tested to determine which are most strongly related to the sustainability of a site: province; geographical location (urban/rural); type of site (home/school/community based); and the four indices (infrastructure, support, programme and educator).

## **Conclusion**

Although there are some missing values in certain fields in the data-set and unavoidable subjective judgements underlying certain ratings, the overall quality of the data is of a very high standard. This assessment is based on the diligence of the data collection process, the verification of the data collected and the internal consistency of the data-set which emerged during the statistical analysis.

The next chapter details the national findings while the penultimate chapter provides condensed findings on each province.

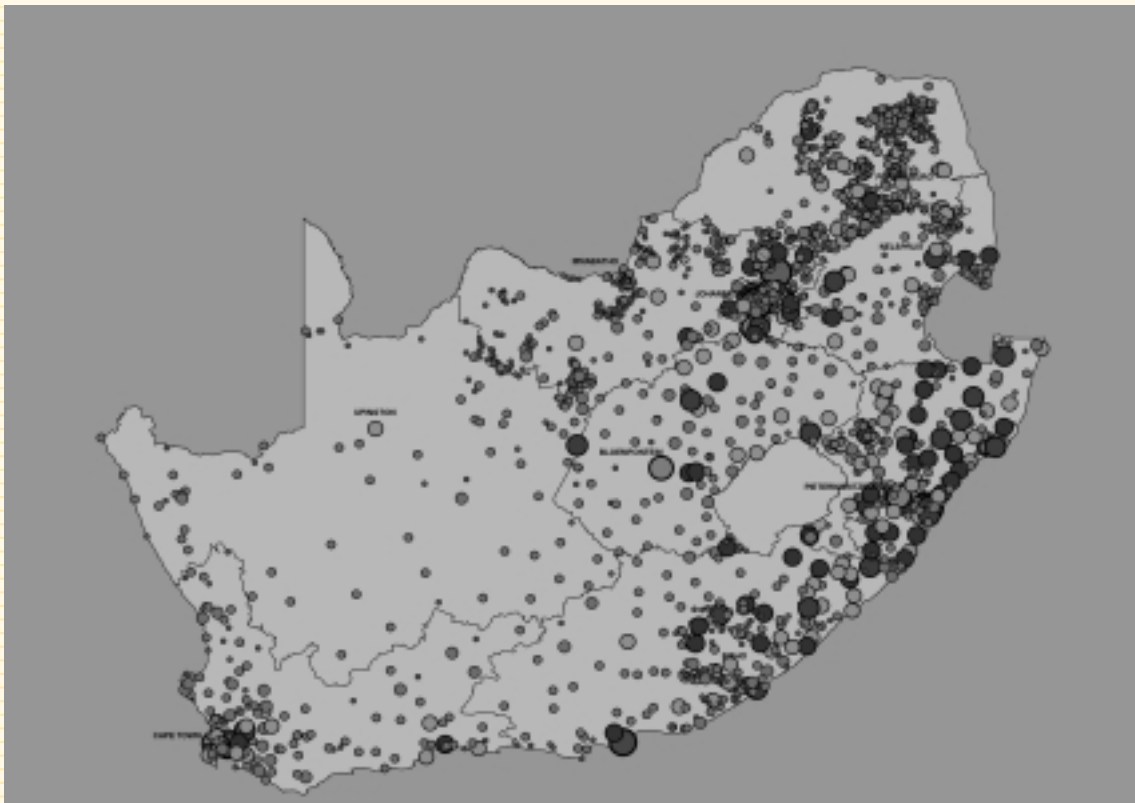
## Chapter 4

### National results

#### South Africa

This chapter provides a broad overview of ECD provisioning at a national level. The following results are presented:

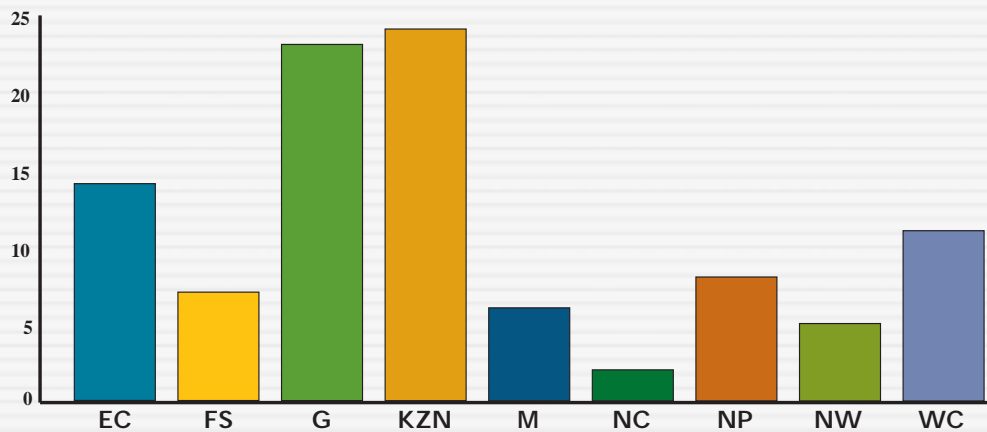
- General provisioning.
- Services and support.
- Learner profiles.
- Educator profiles.
- Educator training providers.
- Indices: infrastructure, support, programme and educator.
- Sustainability.
- Salient findings.



## South Africa General provisioning

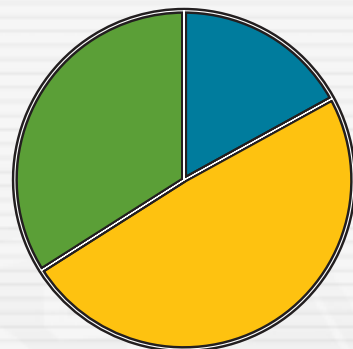
SA1 Number of sites

Province	Sites
Eastern Cape	3,231 (14)
Free State	1,665 (7)
Gauteng	5,308 (23)
KwaZulu-Natal	5,684 (24)
Mpumalanga	1,367 (6)
Northern Cape	422 (2)
Northern Province	1,987 (8)
North West	1,174 (5)
Western Cape	2,644 (11)
<b>South Africa</b>	<b>23,482</b>



SA2 Type of sites<sup>1</sup>

Site type	Frequency
School based	3,623 (17)
Community based	10,816 (49)
Home based	7,453 (34)
<b>Total<sup>2</sup></b>	<b>21,892</b>



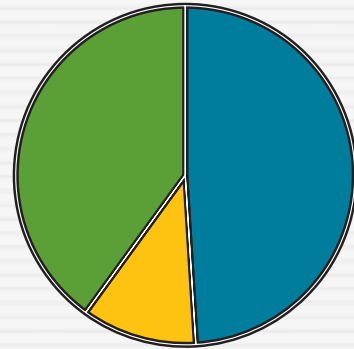
<sup>1</sup> All figures within the brackets in the tables throughout this report represent column percentages.

<sup>2</sup> Table totals may differ as some cases are invariably lost when two or more variables are cross-tabulated.

## South Africa General provisioning

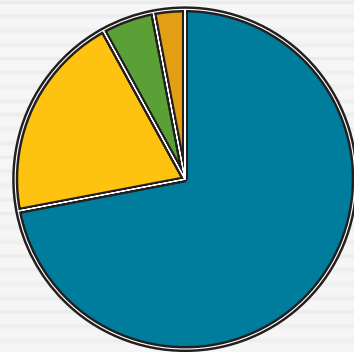
### SA3 Geographic location

Location <sup>3</sup>	Frequency
Urban (formal)	11,225 (49)
Urban (informal)	2,565 (11)
Rural	9,124 (40)
<b>Total</b>	<b>22,914</b>



### SA4 Distance to nearest primary school

Kilometres <sup>4</sup>	Frequency
< 1	16,723 (72)
≥ 1 < 3	4,626 (20)
≥ 3 < 5	1,246 (5)
≥ 5	807 (3)
<b>Total</b>	<b>23,402</b>



- 
- 3 'Urban formal' ordinary town or city areas with mostly formal dwellings,  
 'Urban informal' ordinary town or city areas with predominantly informal dwellings,  
 'Rural' villages, rural resettlement areas, commercial farms.

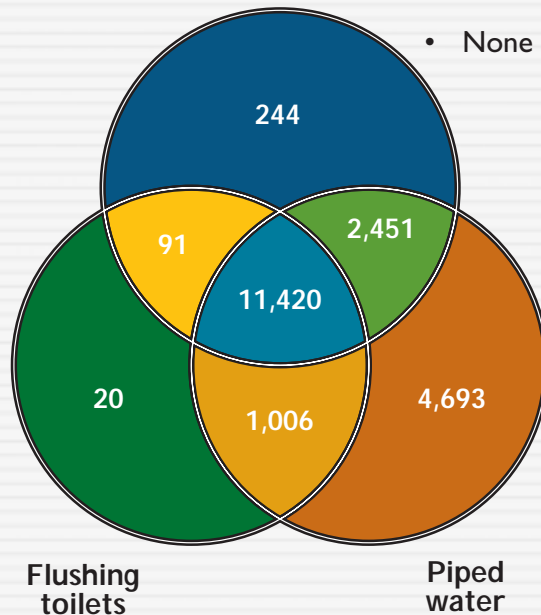
- 4 < less than,  
 ≥ greater than or equal to.

## South Africa General provisioning

SA5 Availability of mains electricity, flushing toilets and piped water x site type

Resource	School	Community	Home	Total
Mains electricity, piped water and flushing toilets	1,819 (51)	5,111 (48)	4,490 (61)	11,420 (53)
Mains electricity and piped water only	371 (10)	1,289 (12)	791 (11)	2,451 (11)
Mains electricity and flushing toilets only	13 (0)	64 (1)	14 (0)	91 (0)
Piped water and flushing toilets only	142 (4)	464 (4)	400 (5)	1,006 (5)
Mains electricity only	34 (1)	144 (1)	66 (1)	244 (1)
Piped water only	954 (27)	2,725 (26)	1,014 (14)	4,693 (22)
Flushing toilets only	5 (0)	10 (0)	5 (0)	20 (0)
None of these resources	239 (7)	860 (8)	570 (8)	1,669 (8)
Totals	3,577	10,667	7,350	21,594

### Mains electricity



### Comment

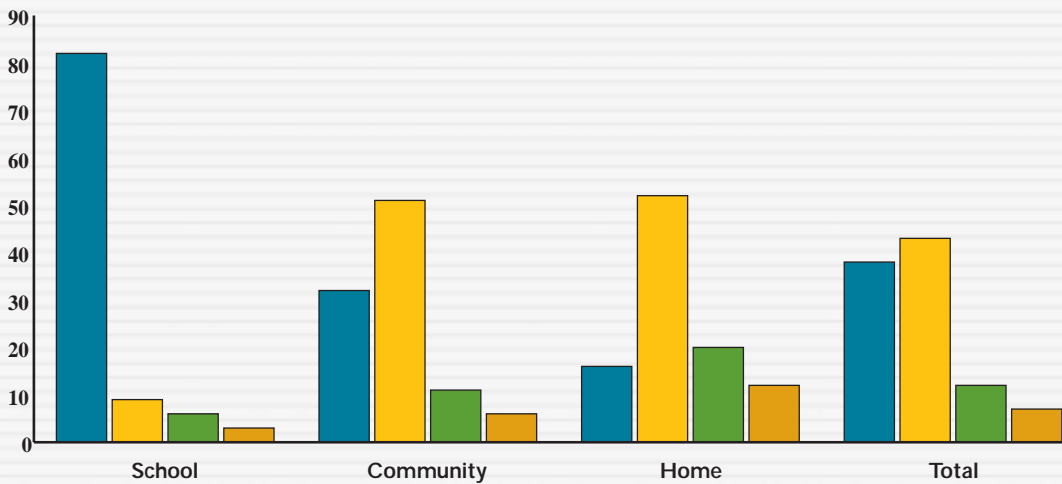
The Nationwide Audit of ECD Provisioning identified, located and administered questionnaires in 23,482 ECD sites in South Africa. Provincial distribution of sites mirrors population distribution data.

Nearly half of the sites audited are community based, a third home based and the remainder school based. Half are situated in formal urban settings, two out of five in rural areas (including farms) and the remainder in informal urban settings. Although nearly three quarters of the sites are within one kilometer of a primary school, over 2,000 sites are three kilometers or more from a primary school.

## South Africa Services and support

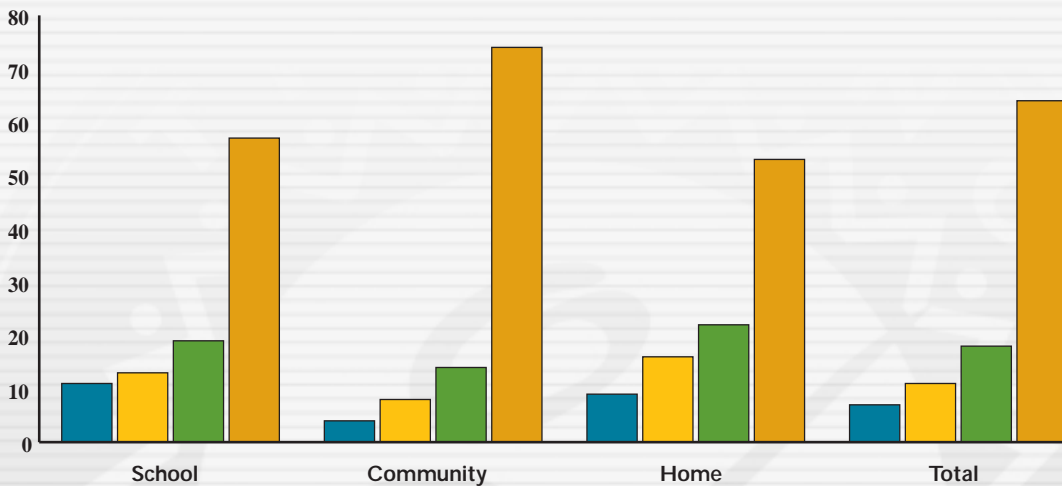
SA6 Registration x site type

Registered with	School	Community	Home	Total
Department of Education	2,267 (82)	2,615 (32)	582 (16)	5,464 (38)
Department of Welfare	266 (9)	4,150 (51)	1,848 (52)	6,264 (43)
Local Authority	156 (6)	921 (11)	726 (20)	1,803 (12)
Other	76 (3)	452 (6)	427 (12)	955 (7)
<b>Totals</b>	<b>2,765</b>	<b>8,138</b>	<b>3,583</b>	<b>14,486</b>



SA7 Years providing ECD services x site type

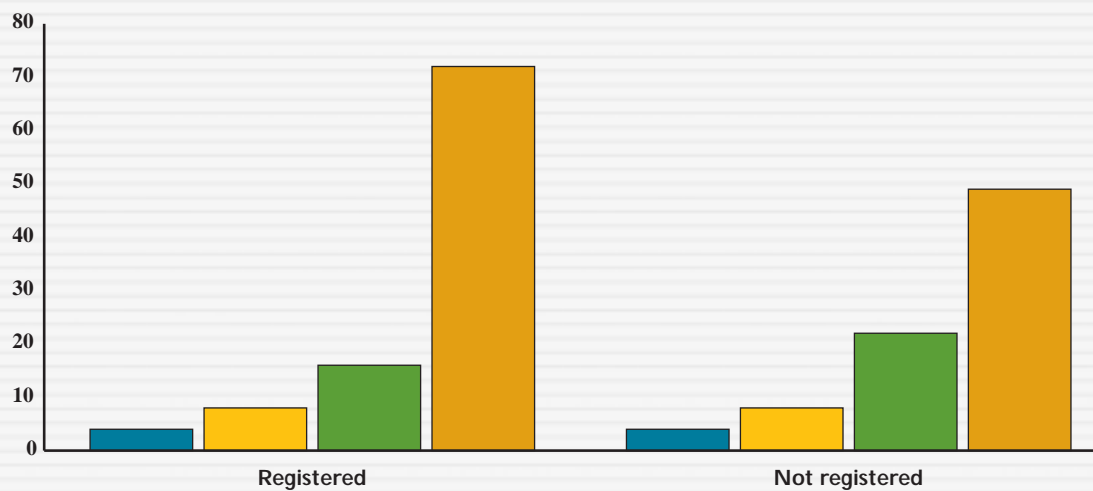
Years	School	Community	Home	Total
< 1	384 (11)	421 (4)	653 (9)	1,458 (7)
≥ 1 < 2	474 (13)	823 (8)	1,183 (16)	2,480 (11)
≥ 2 < 5	682 (19)	1,554 (14)	1,644 (22)	3,880 (18)
≥ 5	2,014 (57)	7,835 (74)	3,858 (53)	13,707 (64)
<b>Totals</b>	<b>3,554</b>	<b>10,633</b>	<b>7,338</b>	<b>21,525</b>



## South Africa Services and support

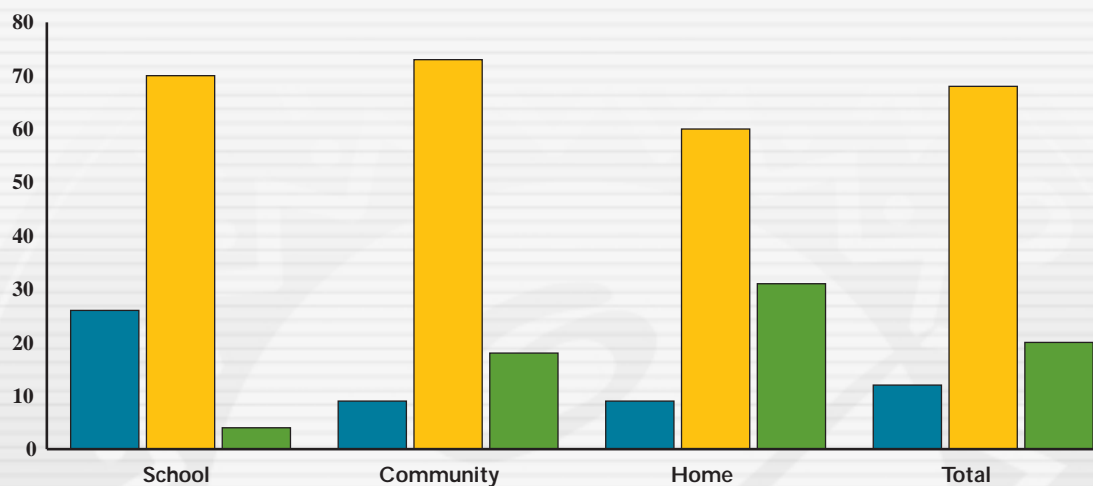
SA8 Years providing ECD services x registration

Years	Registered	Not registered
< 1	566 (4)	924 (4)
≥ 1 < 2	1,142 (8)	1,389 (8)
≥ 2 < 5	2,246 (16)	1,730 (22)
≥ 5	10,153 (72)	3,864 (49)
<b>Totals</b>	<b>14,107</b>	<b>7,907</b>



SA9 Hours of operation x site type

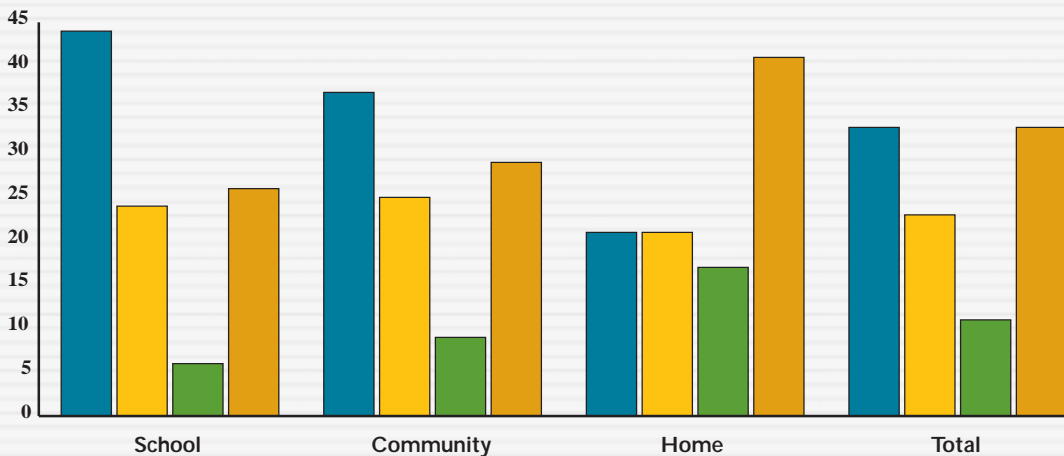
Hours	School	Community	Home	Total
< 5	917 (26)	906 (9)	644 (9)	2,467 (12)
≥ 5 < 10	2,450 (70)	7,643 (73)	4,346 (60)	14,439 (68)
≥ 10	126 (4)	1,922 (18)	2,227 (31)	4,275 (20)
<b>Totals</b>	<b>3,493</b>	<b>10,471</b>	<b>7,217</b>	<b>21,181</b>



## South Africa Services and support

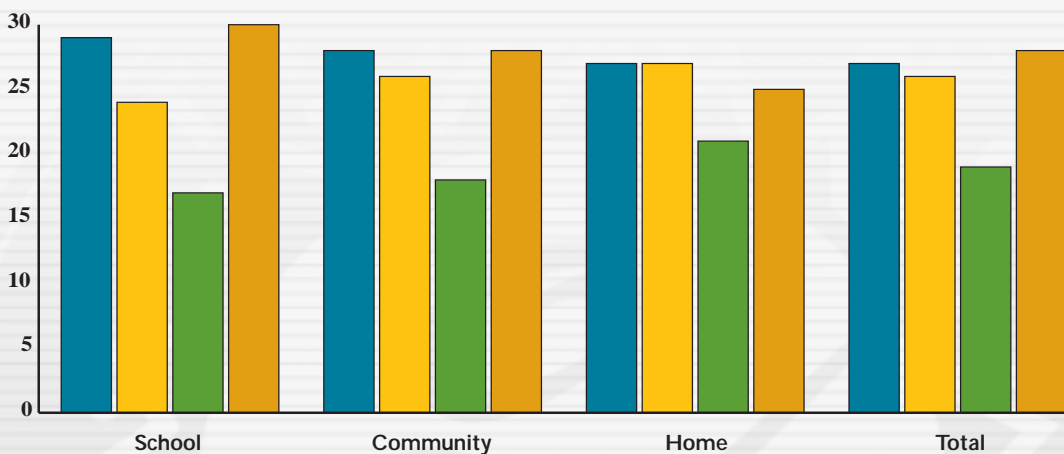
SA10 Monthly fee levels<sup>5</sup> x site type

Rands/month	School	Community	Home	Total
< 25	1,451 (44)	3,745 (37)	1,364 (21)	6,560 (33)
≥ 25 < 50	776 (24)	2,484 (25)	1,417 (21)	4,677 (23)
≥ 50 < 75	184 (6)	884 (9)	1,146 (17)	2,214 (11)
≥ 75	864 (26)	2,915 (29)	2,742 (41)	6,521 (33)
<b>Totals</b>	<b>3,275</b>	<b>10,028</b>	<b>6,669</b>	<b>19,972</b>



SA11 Fee payment rates x site type

Payment rate	School	Community	Home	Total
0 - 25%	1,007 (29)	2,898 (28)	1,962 (27)	5,867 (27)
26 - 50%	817 (24)	2,713 (26)	1,964 (27)	5,494 (26)
51 - 75%	605 (17)	1,949 (18)	1,530 (21)	4,084 (19)
76 - 100%	1,056 (30)	2,962 (28)	1,860 (25)	5,878 (28)
<b>Totals</b>	<b>3,485</b>	<b>10,522</b>	<b>7,316</b>	<b>21,323</b>

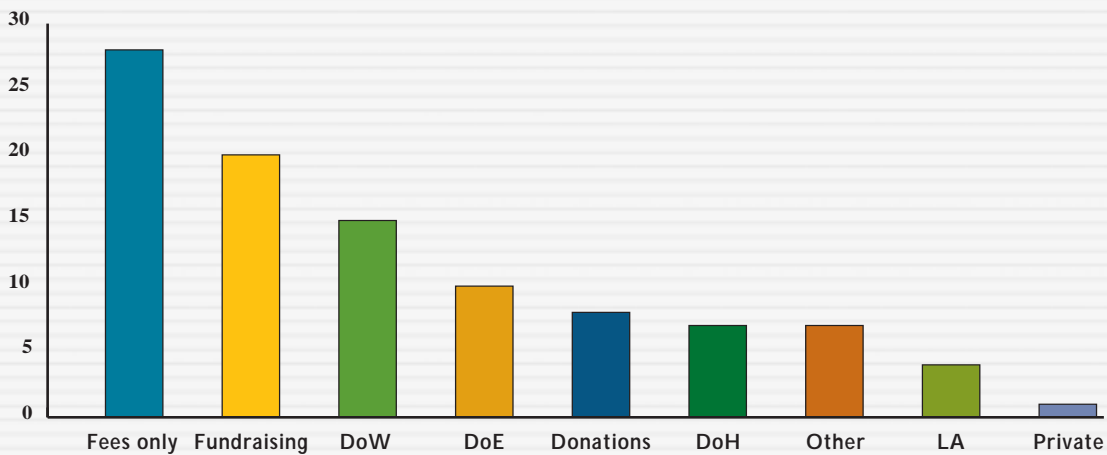


<sup>5</sup> Fee levels applicable to learners aged three years and over.

## South Africa Services and support

SA12 Other sources of income x site type

Source	School	Community	Home	Total
No other sources <sup>6</sup>	691 (20)	2,484 (23)	2,804 (40)	5,979 (28)
Fundraising	849 (25)	2,235 (21)	1,102 (16)	4,186 (20)
Dept. of Welfare	186 (5)	2,342 (22)	627 (9)	3,155 (15)
Dept. of Education	941 (28)	865 (8)	297 (4)	2,103 (10)
Donations	250 (7)	937 (9)	533 (8)	1,720 (8)
Dept. of Health	164 (5)	367 (3)	890 (13)	1,421 (7)
Other <sup>7</sup>	159 (5)	808 (8)	488 (7)	1,455 (7)
Local Authorities	104 (3)	455 (4)	184 (2)	743 (4)
Private sector grant	53 (2)	189 (2)	67 (1)	309 (1)
<b>Totals</b>	<b>3,397</b>	<b>10,682</b>	<b>6,992</b>	<b>21,071</b>



### Comment

Of the identifiable sites, approximately two thirds are registered. Most school based sites are registered with the Department of Education, while the majority of community and home based sites are registered at the Department of Welfare. Significantly more home based sites stay open for longer than ten hours, presumably providing after care childminding services. While almost two thirds of the identifiable sites have been in operation for five years or more, a greater percentage of community based sites have been in operation longer than the other provisioning models.

Learner fees are the principle source of income within the ECD sector. More than a quarter of the sites report that they have no source of income other than fees. Almost a third of the sites charge fees of less than R25/month and while 90% of the sites audited do charge fees, in about half of these, fees are not paid regularly. The over-dependence on parentally sourced fee income has resulted in the financial support base of a significant number of sites in a perilous position.

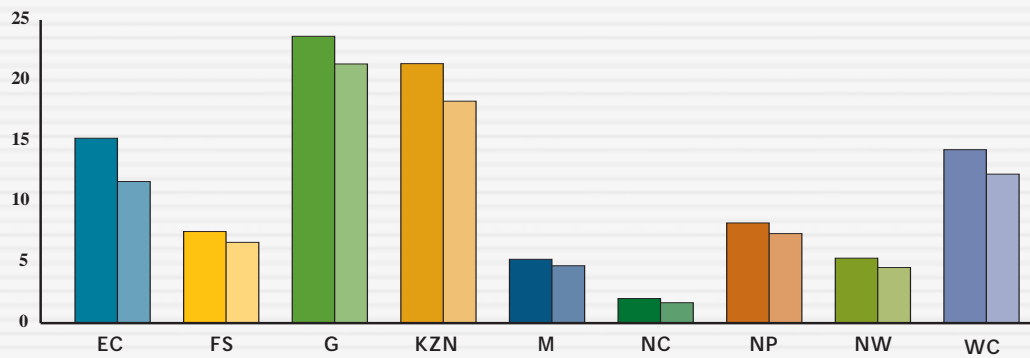
<sup>6</sup> No sources of income other than fees.

<sup>7</sup> 'Other' in this instance refers to a source of income which could not readily be classified, e.g. using the facility for other services, selling vegetables grown on the land surrounding the site etc.

## South Africa Learner profiles

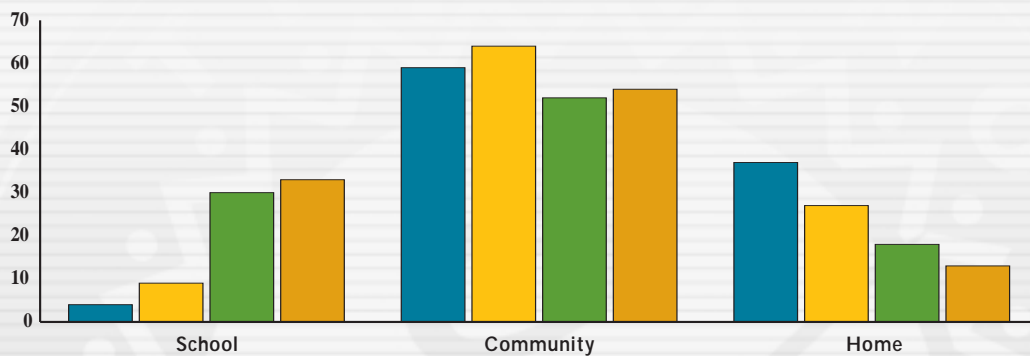
SA13 Learners enrolled, learners in attendance<sup>8</sup> and attendance rates

Province	Learners enrolled	Learners in attendance	Attendance rate
Eastern Cape	152,451 (15)	116,742	77%
Free State	75,493 (7)	66,593	88%
Gauteng	236,523 (23)	213,695	90%
KwaZulu-Natal	213,950 (21)	183,017	86%
Mpumalanga	52,626 (5)	47,303	90%
Northern Cape	20,278 (2)	16,815	83%
Northern Province	82,582 (8)	73,796	89%
North West	53,554 (5)	45,867	86%
Western Cape	143,016 (14)	122,850	86%
<b>South Africa</b>	<b>1,030,473</b>	<b>886,678</b>	<b>86%</b>



SA14 Learners' age x site type

Source	School	Community	Home	Total
< 3 years	5,073 (4)	80,561 (59)	50,318 (37)	135,952 (16)
≥ 3 < 5 years	23,571 (9)	173,568 (64)	73,826 (27)	270,965 (33)
≥ 5 < 7 years	123,726 (30)	216,951 (52)	72,399 (18)	413,076 (49)
≥ 7 years	5,881 (33)	9,535 (54)	2,344 (13)	17,760 (2)
<b>Total</b>	<b>158,251</b>	<b>480,615</b>	<b>198,887</b>	<b>837,753</b>

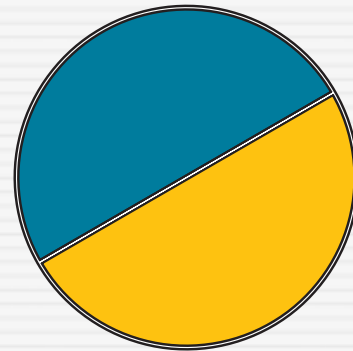


8 With the exception of Tables 13 and 16 which contain data relating to 'learners enrolled', all other learner tables are derived from 'learners in attendance' data.

## South Africa Learner profiles

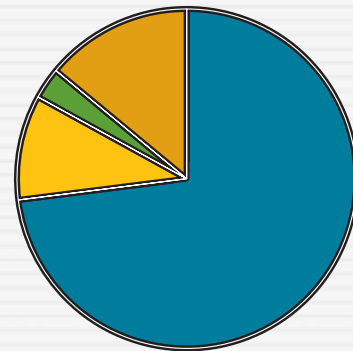
SA15 Learners' gender

Gender	Frequency
Male	439,876 (50)
Female	446,219 (50)
Total	886,095



SA16 Learners' population group

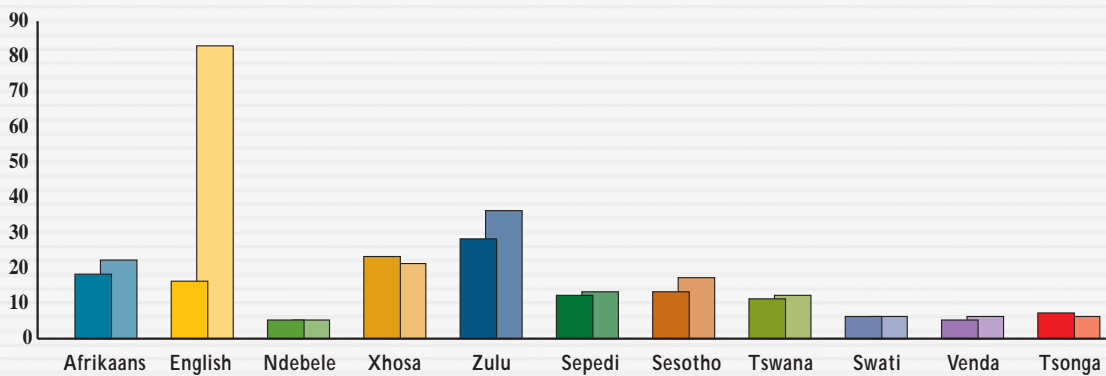
Population group	Frequency
African	637,280 (74)
Coloured	89,458 (10)
Indian	18,552 (2)
White	116,770 (14)
Total	862,060



## South Africa Learner profiles

SA17 Learners' home language and languages of instruction

Language	Home language	Language of instruction <sup>9</sup>
Afrikaans	143,950 (14)	4,200 (18)
English	120,459 (12)	19,411 (83)
isiNdebele	12,301 (1)	179 (1)
isiXhosa	189,213 (19)	3,885 (17)
isiZulu	241,045 (24)	7,492 (32)
Sepedi	76,629 (8)	2,035 (9)
Sesotho	93,365 (9)	3,167 (13)
Setswana	70,491 (7)	1,859 (8)
SiSwati	22,325 (2)	547 (2)
Tshivenda	13,449 (1)	373 (2)
Xitsonga	24,101 (3)	559 (2)
<b>Total</b>	<b>1,007,328</b>	<b>23,482</b>

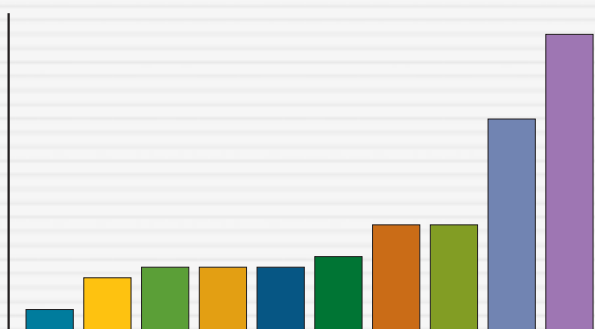


<sup>9</sup> The total of these percentages exceeds 100% as in many sites more than one language of instruction is used.

## South Africa Learner profiles

### SA18 Learners' types of disabilities

Type of disability	Frequency
Autistic	273 (2)
Severe behavioural disorder	555 (5)
Cerebral palsied	717 (6)
Epilepsy	698 (6)
Severe visual impairment/ Blind	651 (6)
Other	791 (7)
Multiple disability	1,200 (10)
Severe hearing impairment/ Deaf	1,173 (10)
Physical (movement) disability	2,365 (20)
Mental disability	3,356 (28)
<b>Total</b>	<b>11,779</b>



### SA19 Learners' with disabilities ages

Age cohort (years)	Frequency
< 3	892 (13)
≥ 3 < 5	1,534 (22)
≥ 5 < 7	2,437 (34)
≥ 7	2,240 (31)
<b>Total</b>	<b>7,101</b>



## South Africa Learner profiles

### Comment

More than one million learners are enrolled in the identifiable sites, 86% (886,678 cases) of which were in attendance on the days the sites were audited. The majority (57%) of the learners are enrolled in community based sites, a quarter in home based and a fifth in school based sites. The gender, race and age profiles are consistent with the national population distribution figures.

While English is the home language of only 12% of the learners (120,459 cases), it is used as a language of instruction in 83% of the sites. By the measures employed here, both English and Afrikaans are over subscribed as languages of instruction vis-à-vis the home languages of the learners, conversely Xhosa and Zulu are under subscribed.

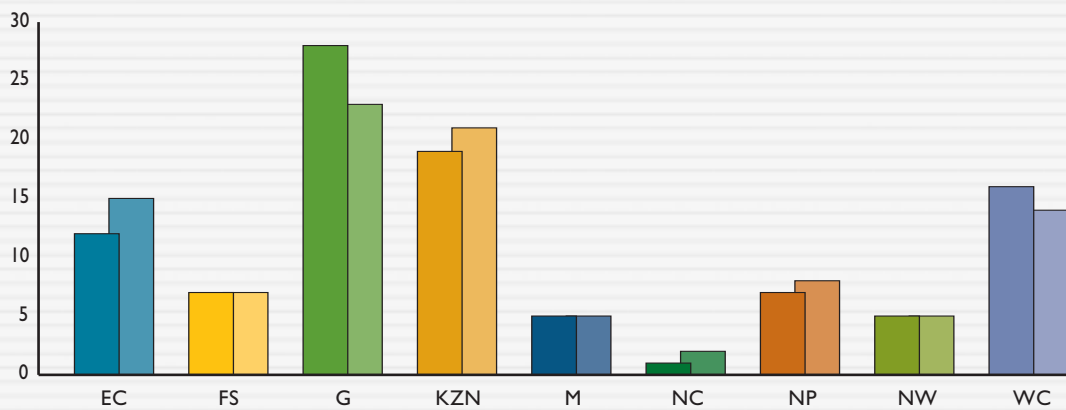
Half of the learners are in the 5 to 6 years age cohort and most of the remainder are younger than 5 years. A small proportion (2%) are 7 years or older. Of the total number of learners enrolled, just over 1% have some form of disability. Of the 7,000 'learners with disabilities' for whom age cohort data was available, 31% are aged seven years and older. The disproportionate percentage of 'overage learners with disabilities' (31%) when compared to the percentage of overage learners in the audit population (2%), suggests that the ECD sector may be catering for learners with disabilities in the absence of them being enrolled in primary schooling.



## South Africa Educator profiles

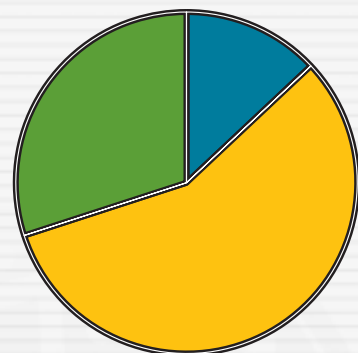
SA20 Educators, learners enrolled and learner/educator ratio

Province	Educators	Learners enrolled	Learner/educator ratio
Eastern Cape	6,354 (12)	152,451 (15)	24/1
Free State	3,964 (7)	75,493 (7)	19/1
Gauteng	15,052 (28)	236,523 (23)	16/1
KwaZulu-Natal	10,603 (19)	213,950 (21)	20/1
Mpumalanga	2,658 (5)	52,626 (5)	20/1
Northern Cape	844 (1)	20,278 (2)	24/1
Northern Province	3,615 (7)	82,582 (8)	23/1
North West	2,910 (5)	53,554 (5)	18/1
Western Cape	8,503 (16)	143,016 (14)	17/1
<b>South Africa</b>	<b>54,503</b>	<b>1,030,473</b>	<b>19/1</b>



SA21 Educators in site types

Site types	Frequency
School based	6,828 (13)
Community based	29,156 (57)
Home based	15,497 (30)
<b>Total</b>	<b>51,481</b>



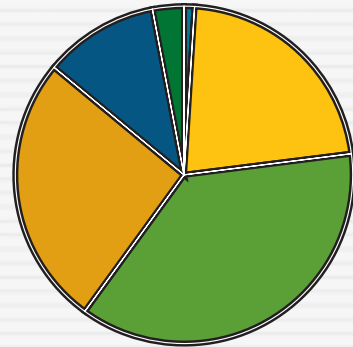
SA22 Educators' gender

Gender	Frequency
Male	484 (1)
Female	54,014 (99)
<b>Total</b>	<b>54,498</b>

## South Africa Educator profiles

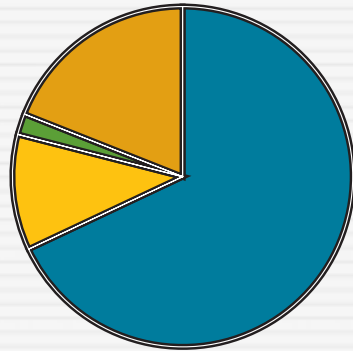
### SA23 Educators' age

Age (years)	Frequency
< 20	413 (1)
≥ 20 < 30	11,718 (22)
≥ 30 < 40	19,401 (37)
≥ 40 < 50	13,603 (26)
≥ 50 < 60	5,993 (11)
≥ 60	1,844 (3)
<b>Total</b>	<b>52,972</b>



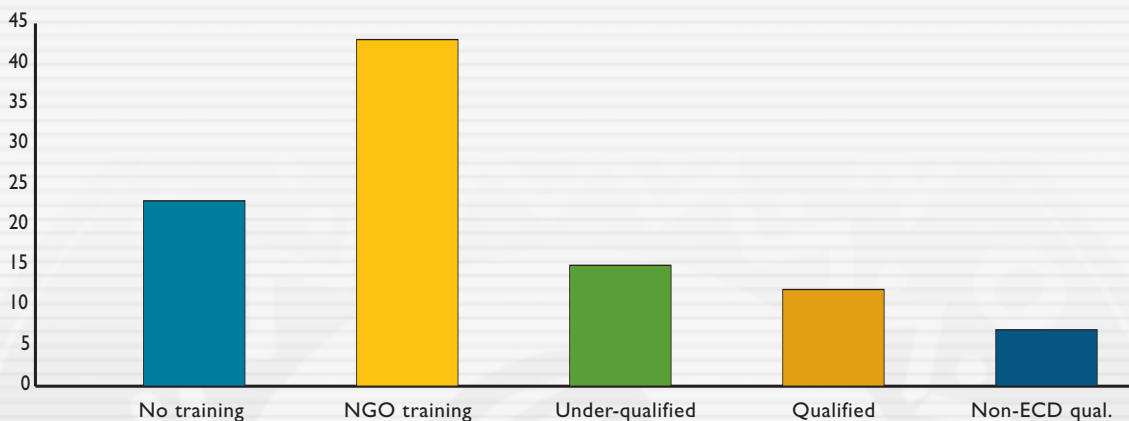
### SA24 Educators' population group

Population Group	Frequency
African	36,239 (68)
Coloured	5,953 (11)
Indian	1,051 (2)
White	10,365 (19)
<b>Total</b>	<b>53,608</b>



### SA25 Educators' qualifications<sup>10</sup>

Qualifications	No training	NGO training	Under-qualified	Qualified	Non-ECD qual.	Total
Frequency	11,033 (23)	20,730 (43)	7,563 (15)	5,620 (12)	3,615 (7)	48,561



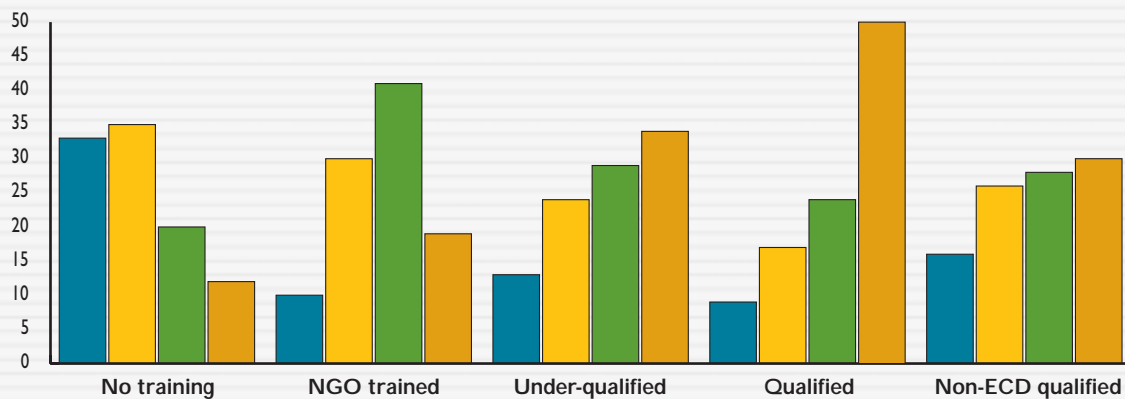
<sup>10</sup> The qualifications clusters detailed are those currently in use by the Department of Education:

- 'Under Qualified' educators who have received training in technical or teacher training colleges (M+2)
- 'Qualified' educators who have received university training (M+3 and more)
- 'Non-ECD qualification' a qualification in an area such as nursing, social work etc.

## South Africa Educator profiles

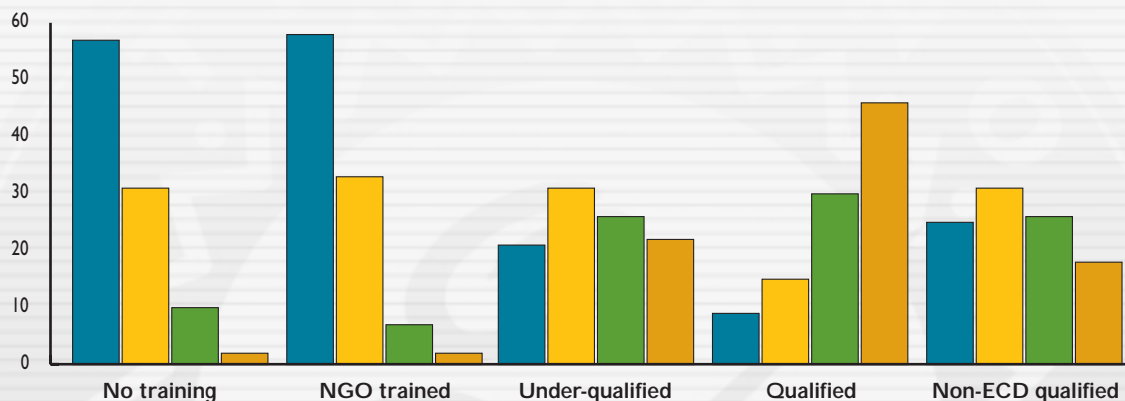
SA26 Educators' qualifications x years of ECD experience

Years	No training	NGO Training	Under-qualified	Qualified	Non-ECD Qual.	Total
< 2	3,645 (33)	2,007 (10)	962 (13)	474 (9)	565 (16)	7,653 (16)
≥ 2 < 5	3,899 (35)	6,219 (30)	1,841 (24)	967 (17)	929 (29)	13,855 (29)
≥ 5 < 10	2,159 (20)	8,436 (41)	2,151 (29)	1,362 (24)	1,029 (30)	15,137 (31)
≥ 10	1,323 (12)	4,050 (19)	2,601 (34)	2,813 (50)	1,087 (28)	11,874 (24)
<b>Totals</b>	<b>11,026</b>	<b>20,712</b>	<b>7,555</b>	<b>5,616</b>	<b>3,610</b>	<b>48,519</b>



SA27 Educators' qualifications x monthly salary

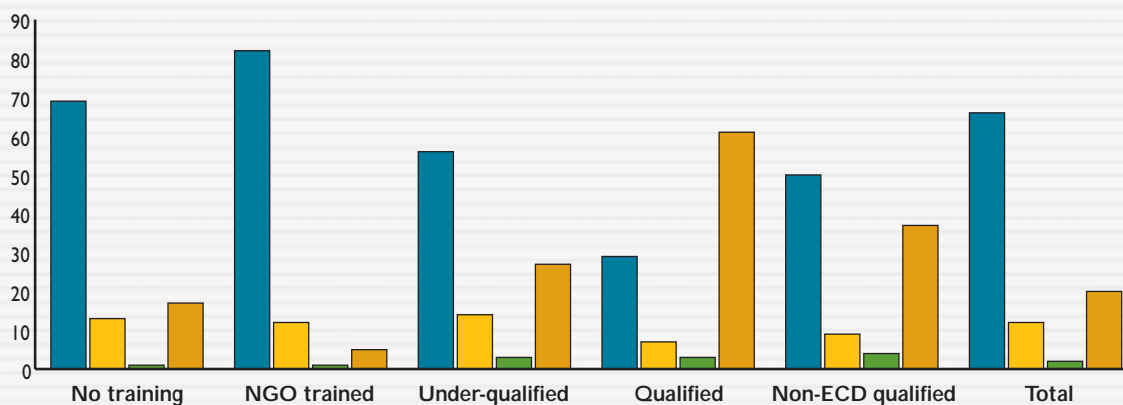
Rands/month	No training	NGO Training	Under-qualified	Qualified	Non-ECD Qual.	Total
< 500	5,878 (57)	11,262 (58)	1,522 (21)	480 (9)	813 (25)	19,955 (44)
≥ 500 < 1,500	3,223 (31)	6,488 (33)	2,188 (31)	804 (15)	1,043 (31)	13,746 (30)
≥ 1,500 < 3,000	1,009 (10)	1,310 (7)	1,838 (26)	1,581 (30)	857 (26)	6,595 (15)
≥ 3,000	183 (2)	308 (2)	1,554 (22)	2,453 (46)	583 (18)	5,081 (11)
<b>Totals</b>	<b>10,293</b>	<b>19,368</b>	<b>7,102</b>	<b>5,318</b>	<b>3,296</b>	<b>45,377</b>



## South Africa Educator profiles

SA28 Educators' qualifications x population group

Years	No training	NGO Training	Under-qualified	Qualified	Non-ECD qual.	Total
African	7,494 (69)	16,771 (82)	4,152 (56)	1,624 (29)	1,788 (50)	31,829 (66)
Coloured	1,465 (13)	2,405 (12)	1,045 (14)	403 (7)	334 (9)	5,652 (12)
Indian	117 (1)	290 (1)	264 (3)	145 (3)	148 (4)	964 (2)
White	1,855 (17)	946 (5)	2,001 (27)	3,383 (61)	1,302 (37)	9,487 (20)
Totals	10,931	20,412	7,462	5,555	3,572	47,932



### Comment

Data was analysed on 54,503 educators working within the sector. Their mean age is 38 years, almost all (99%) are women and two thirds are African. The majority of educators (20,730 cases) have received their training from NGOs and are thus holding qualifications which are not currently recognised by the Department of Education. A sizable 23% have received no training, these two cohorts allied to the 'under-qualified' cohort, result in almost 90% of the educators requiring, at the very least, some additional training.

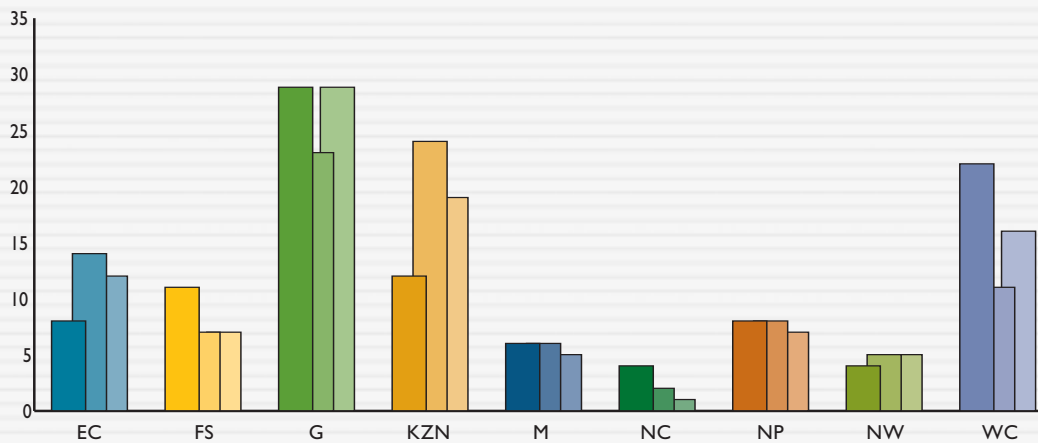
A strong relationship exists between educator qualifications and years of experience within the ECD sector. Most of those with the highest qualifications having five or more years experience. Salary is likewise linked to qualifications. Almost half of the educators earn less than R500 per month, and most of these (85%) have either not received any training or have been trained by NGOs.

The racially based historical inequalities mentioned in the opening chapters are reflected in the findings vis-à-vis educators' qualifications and population group. Almost 70% of Africans have not received any training, while only 5% of African educators are qualified as compared to 35% of their White colleagues.

## South Africa Educator training providers

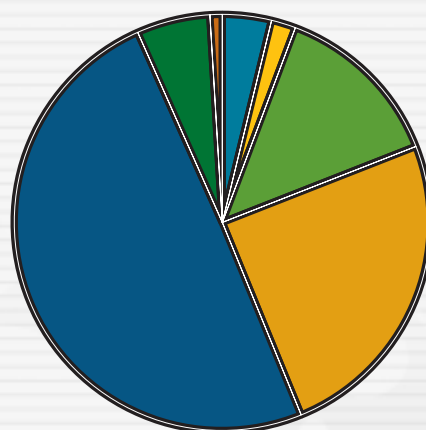
SA29 Number of educator training providers,<sup>11</sup> sites and educators

Province	Training providers	Sites	Educators
Eastern Cape	9 (8)	3,231 (14)	6,354 (12)
Free State	11 (10)	1,665 (7)	3,964 (7)
Gauteng	32 (28)	5,308 (23)	15,052 (28)
KwaZulu-Natal	13 (12)	5,684 (24)	10,603 (19)
Mpumalanga	7 (6)	1,367 (6)	2,658 (5)
Northern Cape	5 (4)	422 (2)	844 (1)
Northern Province	9 (8)	1,987 (8)	3,615 (7)
North West	4 (4)	1,174 (5)	2,910 (5)
Western Cape	22 (20)	2,644 (11)	8,503 (16)
<b>South Africa</b>	<b>112</b>	<b>23,482</b>	<b>54,503</b>



SA30 Types of educator training providers

Type of provider	Frequency
University based institutions	4 (4)
Technikons	2 (2)
Colleges of Education	14 (13)
Voc./Tech. Colleges	26 (25)
NGO sector	52 (49)
Private sector	6 (6)
Community Based Organisations	1 (1)
<b>Total</b>	<b>105</b>



<sup>11</sup> The frequencies for training providers reflect the number of providers based in a particular province (112 in total), it does not take into account a situation whereby a provider based in one province has satellite centres or offers programmes in other province/s. In the data presented above, each provider is recorded only once.

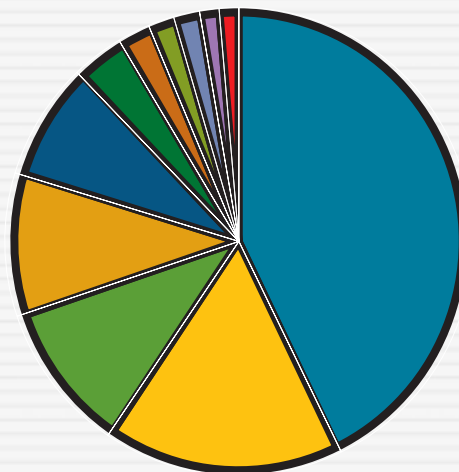
## South Africa Educator training providers

### SA31 Educator training providers and SAQA<sup>12</sup> accreditation

SAQA accreditation status	Frequency
Applied for accreditation	64 (57)
Received accreditation	38 (34)
Not applied for accreditation	10 (9)

### SA32 Language of instruction<sup>13</sup> of educator training providers

Language	Frequency
English	107 (95)
Afrikaans	42 (37)
IsiXhosa	26 (23)
Sesotho	25 (22)
IsiZulu	20 (18)
Sepedi	9 (8)
SiSwati	6 (5)
Setswana	4 (4)
Xitsonga	4 (4)
IsiNdebele	3 (3)
Tshivenda	3 (3)



### SA33 Source of income of training providers

Income source	Frequency	Less than 50%	More than 50%
Government subsidies	34	20	14
Donor grants	54	9	45
Participants' fees	73	50	23
Other	31	25	6

### Comment

Almost half of the educator training providers are NGOs. Only a third of the training providers have received accreditation. While the provincial distribution of training providers broadly reflects the distribution of sites and educators, the Eastern Cape and KwaZulu-Natal would appear to be under supplied with respect to the ratio of training providers to either numbers of sites or numbers of learners. By the same measure, the Western Cape appears to be over resourced. The bulk of training providers' income comes from trainee fees.

<sup>12</sup> South African Qualifications Authority.

<sup>13</sup> If more than one language of instruction is used by a particular training provider, it is recorded (two, three or four) times under the appropriate language, thus the sum of these frequencies exceeds the total number of educator training providers.

## South Africa Indices

Four indices (infrastructure, support, programme and educator) providing composite summaries of key aspects of provisioning were constructed by summing and weighting individual items (and their components) in the audit questionnaire. The indices were constructed using relevant items and components from the instrument as detailed in the methodology chapter. The construct on its own is of little use, however it provides a very powerful model once it is cross-tabulated with any other variable. Using the nationally generated median as the reference, also allows for very useful and informative comparative analysis at provincial level and with respect to key variables. Using the nationally generated median also minimises the effects of subjectivity. In the results presented in the following chapters, each of the four indices are cross-tabulated with 'site type' and with 'population group'.

The four indices included the following items and components:

- infrastructure: the type of buildings (conventional brick, traditional mortar, shipping container, prefab, etc.); the availability of electrical power (wired and supplied, wired but not supplied, generator); toilets (flushing to main sewer, flushing to septic tank, ventilated improved pit latrine, pit latrine, bucket system); water (piped, reservoir, borehole, tank, dam, river); the learning and play areas available to learners; the existence of a kitchen etc.;
- support: registration; fee levels; regularity of payment of fees; other sources of income; the existence of a management committee etc.;
- programme: observing a programme of teaching and learning; evidence of daily, weekly, monthly, quarterly and annual planning; the variety of the activities with which the learners engaged; learners' work displayed; levels of experimentation; encouragement to ask questions; levels of learner interest etc.; and
- educator: highest school grade achieved, highest ECD qualification; years of experience in the sector etc.

The 'constructed' (in that the data produced the results it was programmed to produce) national result (SA34) is presented to allow provincial/national comparisons uncompromised by crosstabulations.

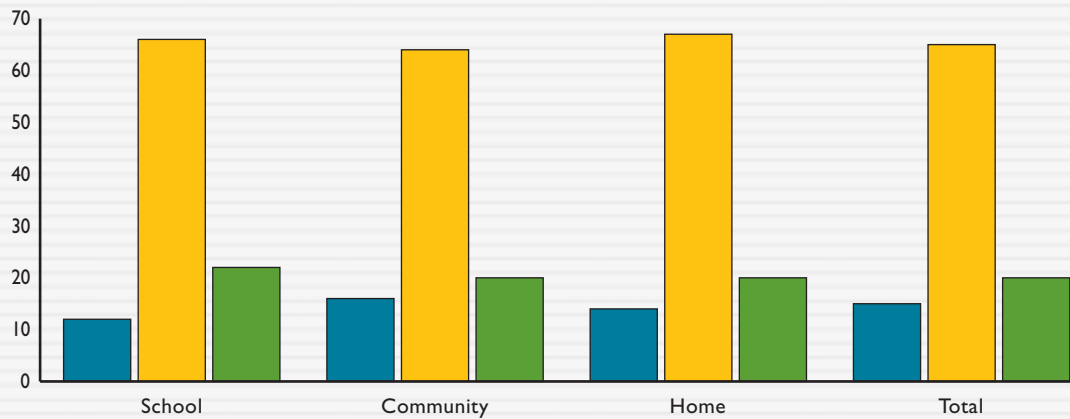
SA34 National indices

Rating	Infrastructure	Support	Programme	Educators
Below average	4,293 (18)	2,884 (12)	2,709 (12)	6,675 (12)
Average	14,570 (62)	16,169 (69)	18,671 (79)	38,590 (71)
Above average	4,549 (20)	4,429 (19)	2,102 (9)	9,234 (17)
Totals	23,412	23,482	23,482	54,499

## South Africa Indices

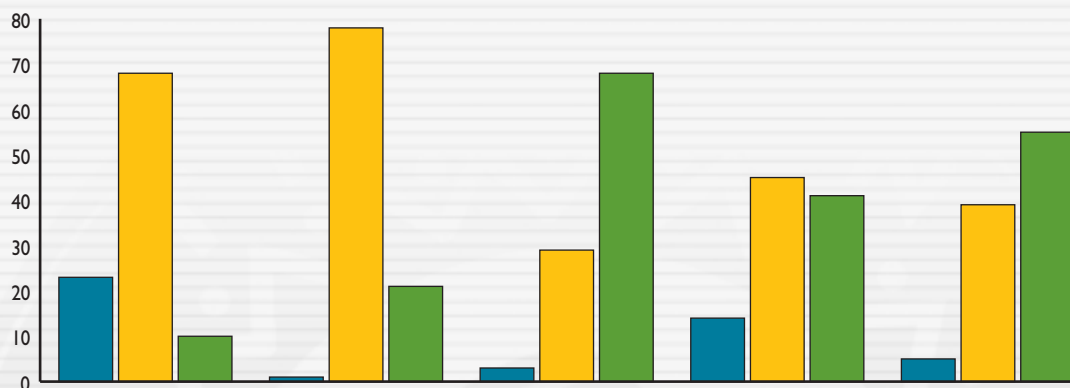
SA35 Infrastructure index x site type

Rating	School	Community	Home	Total
Below average	434 (12)	1,772 (16)	1,009 (14)	3,215 (15)
Average	2,378 (66)	6,883 (64)	4,971 (67)	14,232 (65)
Above average	811 (22)	2,161 (20)	1,473 (20)	4,445 (20)
Totals	3,623	10,816	7,453	21,892



SA 36 Infrastructure index x population group

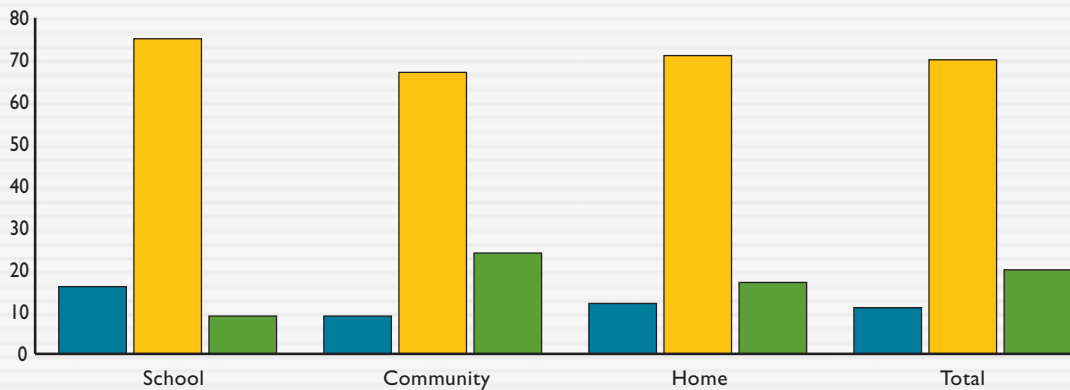
Rating	African	Coloured	White	Indian	Mixed	Total
Below average	3,877 (23)	20 (1)	51 (3)	30 (14)	105 (5)	4,083 (18)
Average	11,591 (68)	1,225 (78)	548 (29)	95 (45)	765 (39)	14,224 (62)
Above average	1,660 (10)	329 (21)	1,292 (68)	86 (41)	1,080 (55)	4,447 (20)
Totals	17,128	1,574	1,891	211	1,950	22,754



## South Africa Indices

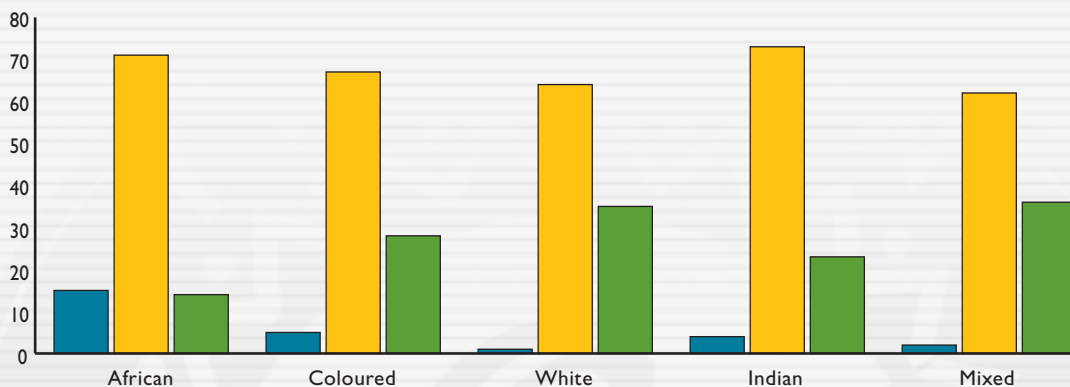
SA37 Support index x site type

Rating	School	Community	Home	Total
Below average	568 (16)	994 (9)	887 (12)	2,449 (11)
Average	2,716 (75)	7,201 (67)	5,279 (71)	15,196 (70)
Above average	339 (9)	2,621 (24)	1,287 (17)	4,247 (20)
Totals	3,623	10,816	7,453	21,892



SA38 Support index x population group

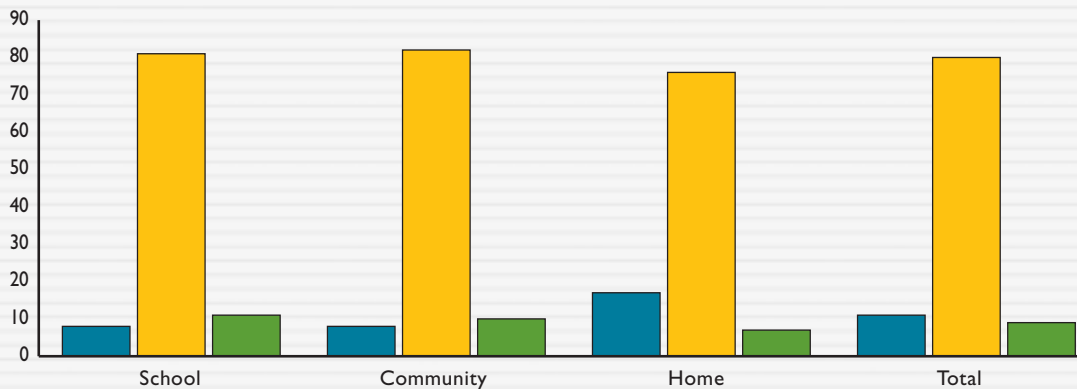
Rating	African	Coloured	White	Indian	Mixed	Total
Below average	2,513 (15)	87 (5)	10 (1)	9 (4)	49 (2)	2,668 (12)
Average	12,159 (71)	1,048 (67)	1,210 (64)	153 (73)	1,200 (62)	15,770 (69)
Above average	2,456 (14)	439 (28)	671 (35)	49 (23)	701 (36)	4,316 (19)
Totals	17,128	1,574	1,891	211	1,950	22,754



## South Africa Indices

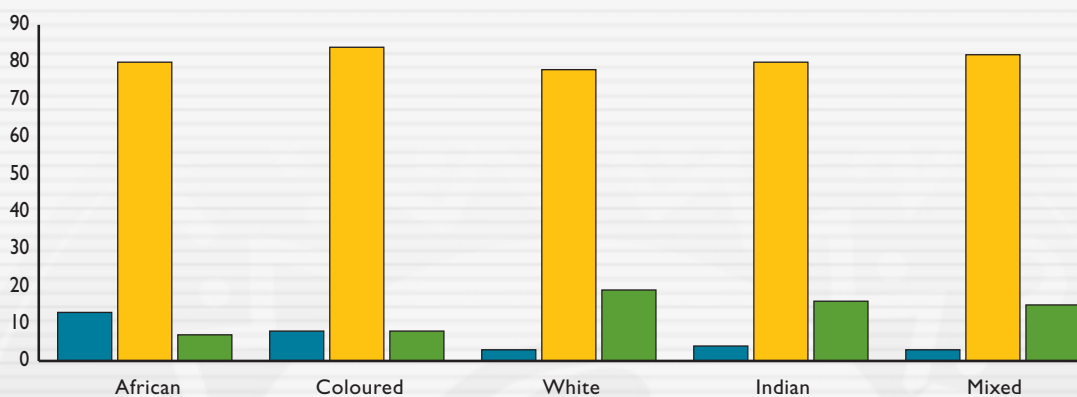
SA39 Programme index x site type

Rating	School	Community	Home	Total
Below average	293 (8)	856 (8)	1,233 (17)	2,382 (11)
Average	2,948 (81)	8,891 (82)	5,702 (76)	17,541 (80)
Above average	382 (11)	1,069 (10)	518 (7)	1,969 (9)
Totals	3,623	10,816	7,453	21,892



SA40 Programme index x population group

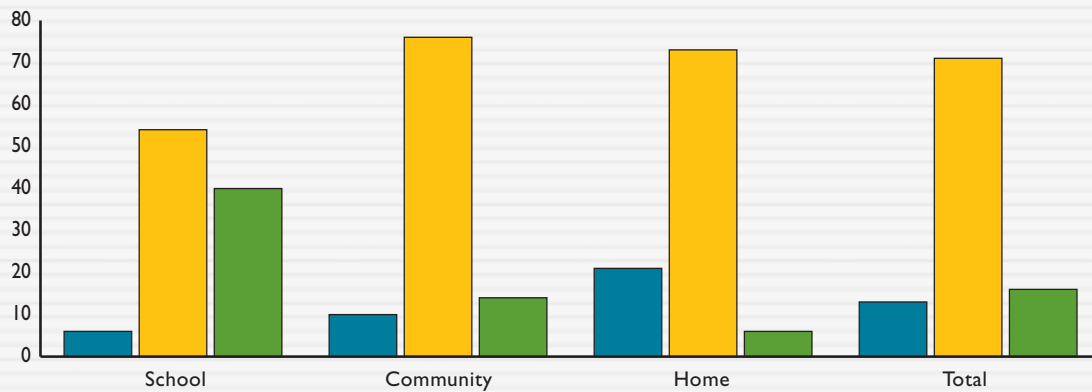
Rating	African	Coloured	White	Indian	Mixed	Total
Below average	2,260 (13)	121 (8)	57 (3)	8 (4)	57 (3)	2,503 (11)
Average	13,629 (80)	1,327 (84)	1,474 (78)	168 (80)	1,598 (82)	18,196 (80)
Above average	1,239 (7)	126 (8)	360 (19)	35 (16)	295 (15)	2,055 (9)
Totals	17,128	1,574	1,891	211	1,950	22,754



## South Africa Indices

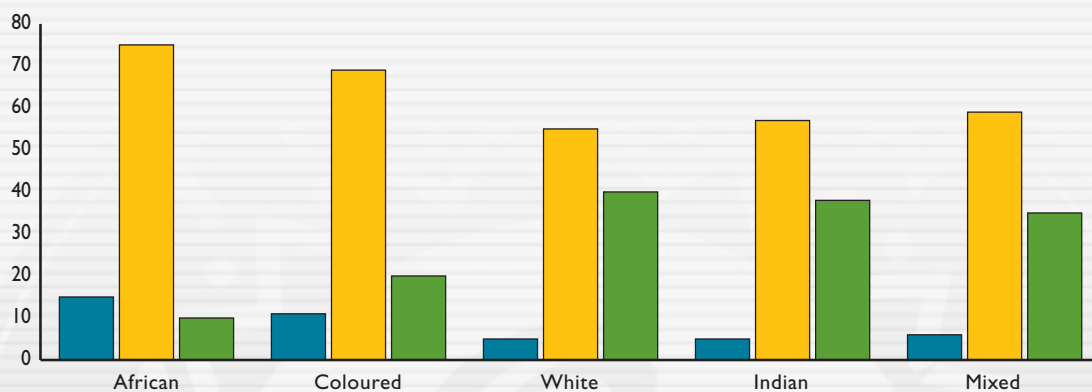
SA41 Educator index x site type

Rating	School	Community	Home	Total
Below average	206 (6)	1,079 (10)	1,532 (21)	2,817 (13)
Average	1,942 (54)	8,170 (76)	5,386 (73)	15,498 (71)
Above average	1,470 (40)	1,526 (14)	485 (6)	3,481 (16)
Totals	3,618	10,775	7,403	21,796



SA42 Educator index x population group

Rating	African	Coloured	White	Indian	Mixed	Total
Below average	2,509 (15)	175 (11)	87 (5)	11 (5)	119 (6)	2,901 (13)
Average	12,813 (75)	1,078 (69)	1,017 (55)	120 (57)	1,137 (59)	16,165 (71)
Above average	1,768 (10)	310 (20)	749 (40)	79 (38)	686 (35)	3,592 (16)
Totals	17,090	1,563	1,853	210	1,942	22,658

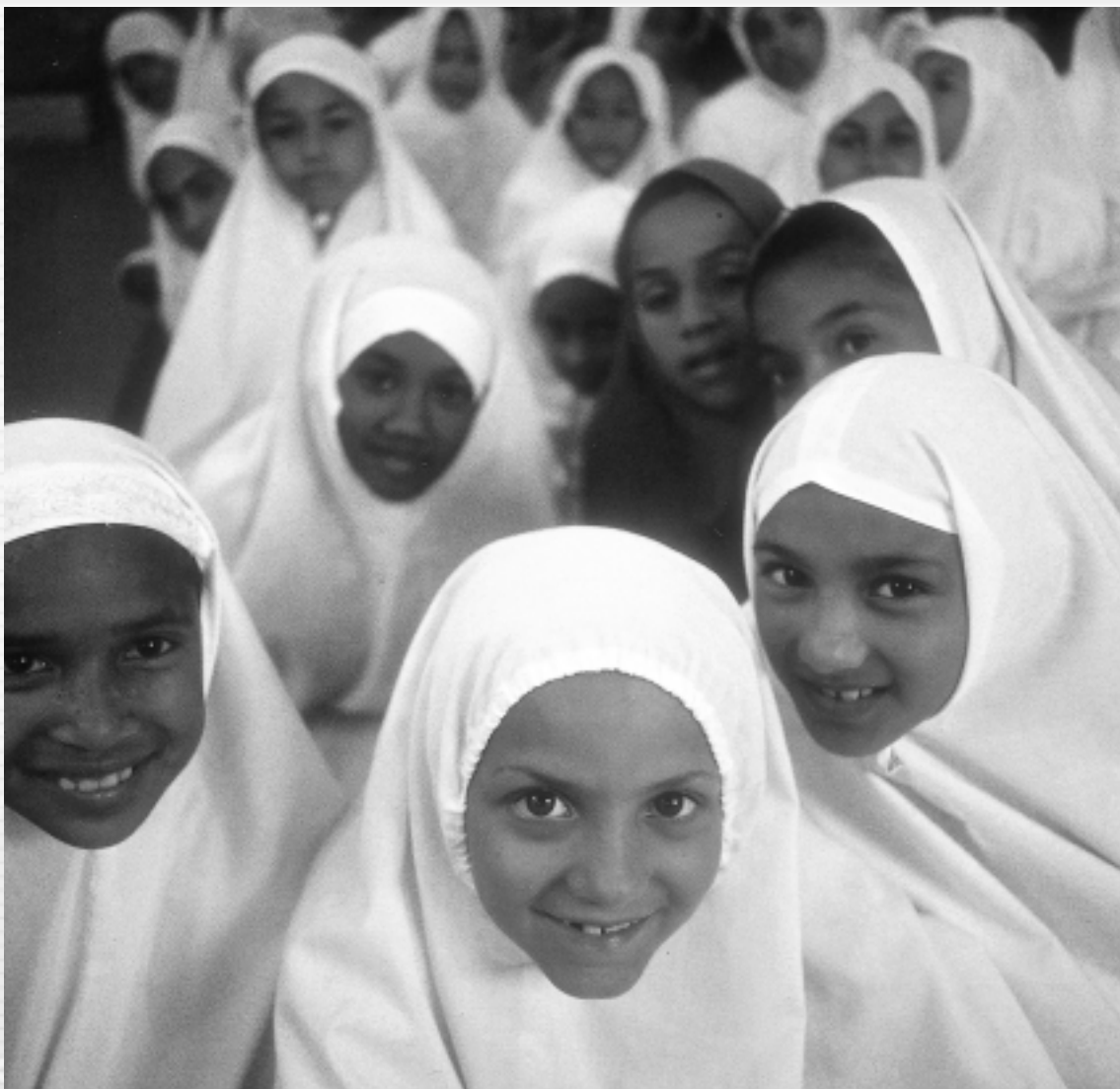


## South Africa Indices

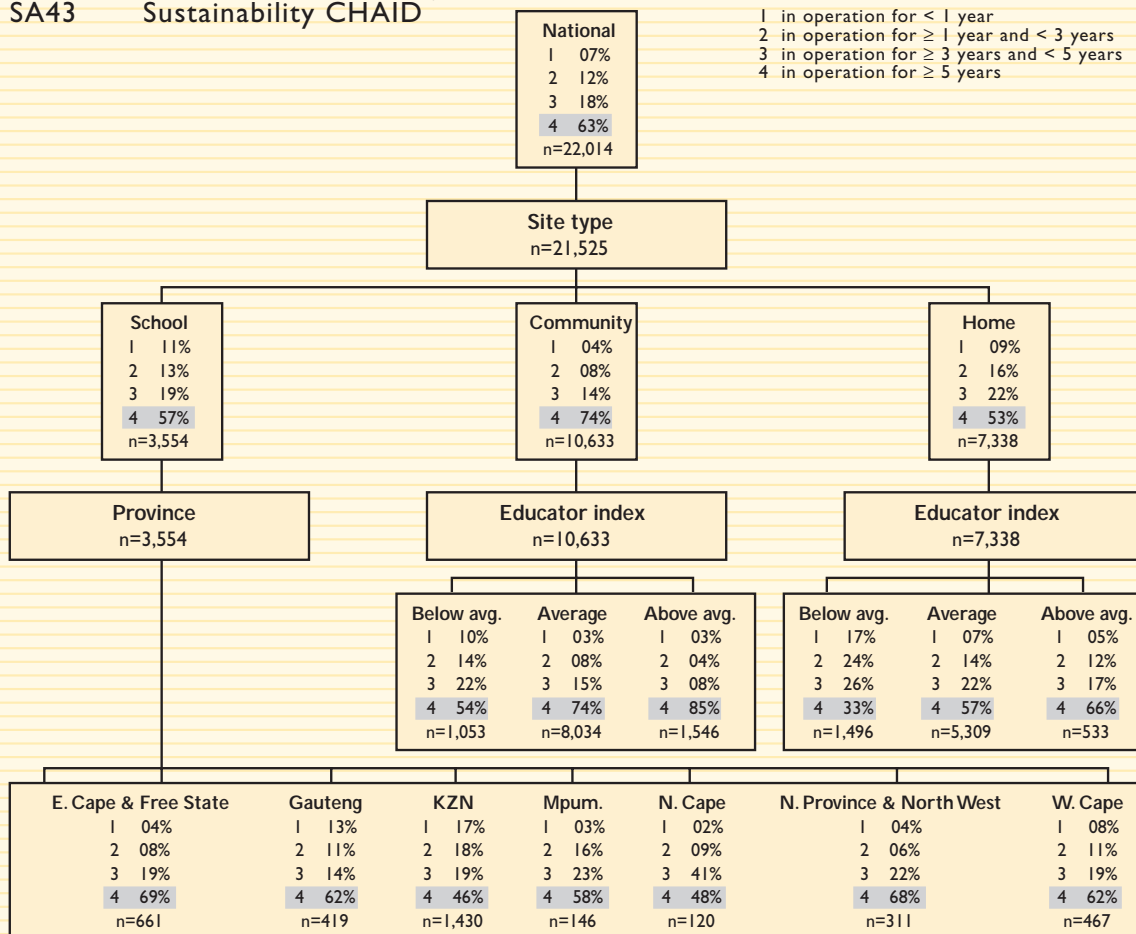
### Comment

Within each of the three categories of site types (school, community and home based), evidence of very low and very high scores on each of the four indices were recorded. The relationship between the infrastructure and support indices, and site type, is not particularly revealing. However, cross-tabulating the programme and educator indices with site type reveals that a comparatively significant percentage of home based sites are rated 'below average' with respect to these two measures.

When each of the four indices are cross-tabulated with population group, a clear and persistent pattern emerges. The fact that 75% of the sites are 'African' lends a degree of unreliability to the finding that 95% of all the sites rated 'below average' on the infrastructure and support indices cater to African learners. However, much more illuminative is the finding that the proportion of African sites receiving a 'below average' rating with respect to the infrastructure and support indices either equals or exceeds the combined proportions of the other four population groups.



## SA43 Sustainability CHAID<sup>15</sup>



### Comment

'Site type' emerged as the strongest predictor of sustainability. If one focuses on sites which have been in existence for five years and longer it is apparent that whereas the national average is 63%, this increases to 74% when community based sites are reviewed, compared to 53% and 57% for home and school based respectively. Following the CHAID to the next level from community and home based sites suggests that 'educator index' is the next strongest predictor of sustainability. The effect of the 'educator index' on sustainability is significant: in those cases where the rating is 'above average' the effect of the 'educator index' on sustainability is significant: in those cases where the rating is 'above average' the sustainability increases from 74% to 85% (community based) and 53% to 66% (home based). Conversely, for those rated

14 As reported earlier (SA8), data was captured concerning the length of time that sites have been in operation. Subsequent statistical analyses were undertaken to establish which factors are most strongly related to the 'sustainability' of the sites, i.e. the predictors of sustainability. Using CHAID the following list of factors were tested to identify which are the strongest predictors of sustainability: province, geographical location, type of site, the four indices (infrastructure/support/programme/educator).

15 CHAID is data analysis technique used to establish which "predictor" variables are most strongly related to a categorical dependent variable. It is a form of regression analysis for categorical data using chi-square tests of significance.

‘below average’ the percentage drops from 74% to 54% (community based) and from 57% to 33% (home based).

For school based sites, ‘province’ emerged as the most significant predictor., bearing in mind that 57% of school based sites have been operating for five years or more, there are considerable provincial disparities: from a low of 46% in KwaZulu-Natal to a high of 69% in the Eastern Cape. The next level of the CHAID within the provincial groupings (not shown above) identified ‘educator index’ as the next strongest predictor of sustainability.



## South Africa Salient findings

While a more detailed discussion of issues emerging is presented in the final chapter, the following findings merit mention:

- KwaZulu-Natal and Gauteng recorded the highest number of sites: 5,684 and 5,308.
- The urban/rural divide with respect to site distribution is 60% and 40% respectively.
- Almost three quarters of the sites audited are within a kilometer of a primary school.
- Whereas 53% of sites have mains electricity, piped water and flushing toilets, 8% (1,669 cases) have access to none of these basic services.
- The financial situation of most sites in the country is precarious. Fifty percent of learners pay less than R50 per month and only a quarter of the fees charged are paid on a regular basis. For over a quarter of the sites audited, fees are the sole source of income.
- The learners/educator ratio varies from 16:1 (Gauteng) to 24:1 (Eastern and Northern Cape), averaging at 19:1.
- Approximately 12% of the educators are, from the National Department of Education's perspective, adequately qualified. The majority of educators (80%) are inadequately qualified. While only 5% of African educators are adequately qualified, 23% have not received any training. There is a strong correlation between qualifications, years of experience and monthly salary. Almost half of the educators earn less than R500/month.
- Almost half of the educator training providers are NGOs. Only a third of training providers have received accreditation.
- There is evidence to suggest that both the educational programmes and the educator variables available in home based sites are comparatively lower than those provided through the other two provisioning models.
- Sites which cater predominantly to African learners (80% or more), record the greatest number of 'below average' ratings. Pronounced and persistent patterns of racial inequities emerge: the proportion of African sites receiving a 'below average' rating with respect to the infrastructure and support indices either equals and exceeds the combined proportions of the other four population groups.
- The two strongest predictors of sustainability are 'site type' and 'educator index'. The community based model is the strongest predictor. Sites whose educators rated 'above average' have the optimum chance of survival. Differences between 'site type', 'educator index' and, to a lesser extent, 'province' account very well for difference in site sustainability.

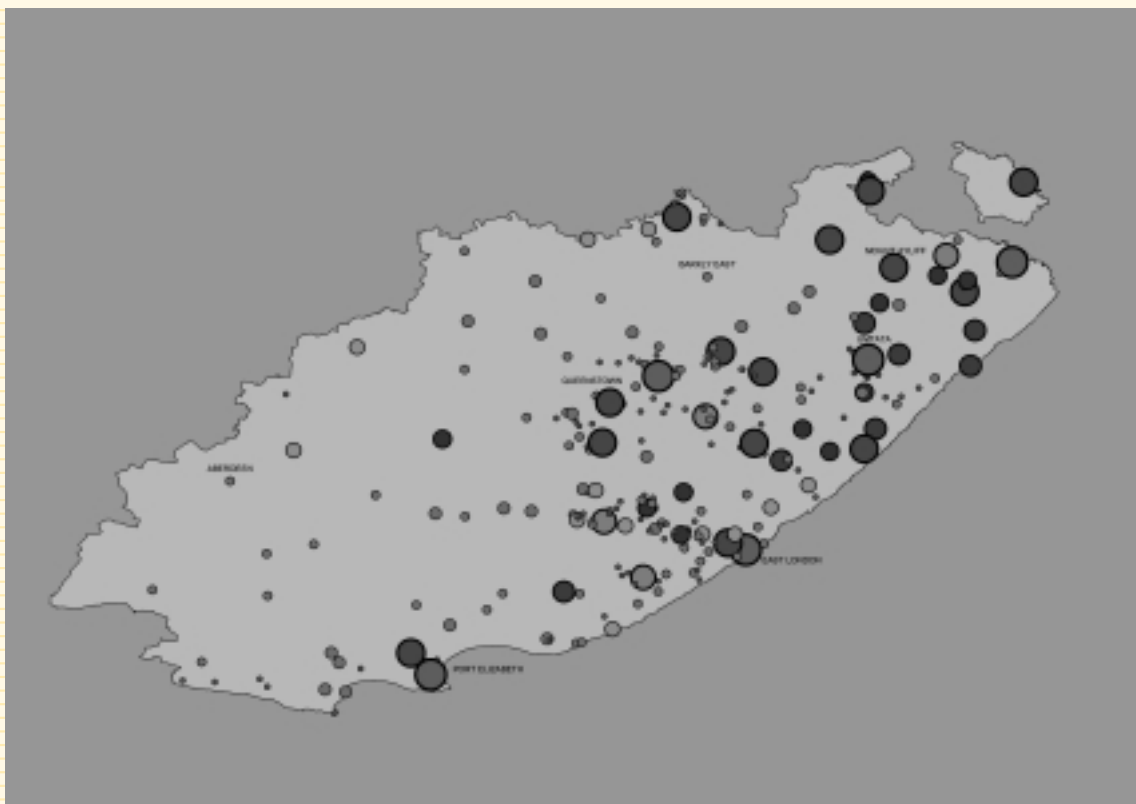
## Chapter 5

### Provincial results

#### Eastern Cape

This chapter provides a broad overview of ECD provisioning in the Eastern Cape. The following results are presented:

- Site profiles.
- Learner profiles.
- Educator profiles.
- Indices: infrastructure, support, programme and educator.
- Salient findings.



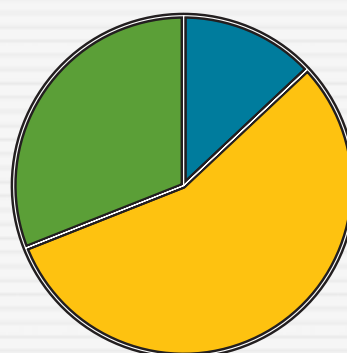
## Eastern Cape Site profiles

### EC1 Number of sites

Total number of sites	3,231
% of study population	13.8

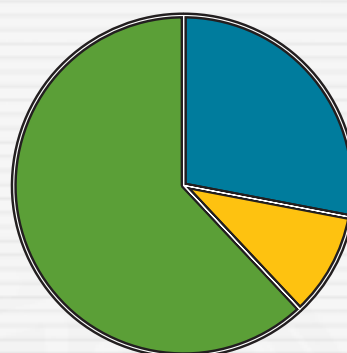
### EC2 Types of sites<sup>1</sup>

Site type	Frequency
School based	406 (13)
Community based	1,742 (56)
Home based	987 (31)
Total <sup>2</sup>	3,135



### EC3 Geographic location of sites

Location	Frequency
Urban (formal) <sup>3</sup>	883 (28)
Urban (informal)	292 (10)
Rural	1,940 (62)
Total	3,115



<sup>1</sup> All figures within the brackets in the tables represent column percentages.

<sup>2</sup> Table totals may differ as some cases are invariably lost when two or more variables are cross-tabulated.

<sup>3</sup> 'Urban formal' ordinary town or city areas with mostly formal dwellings,

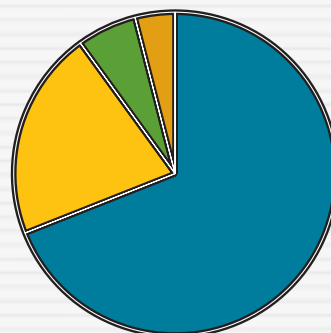
'Urban informal' ordinary town or city areas with predominantly informal dwellings,

'Rural' villages, rural resettlement areas, commercial farms.

## Eastern Cape Site profiles

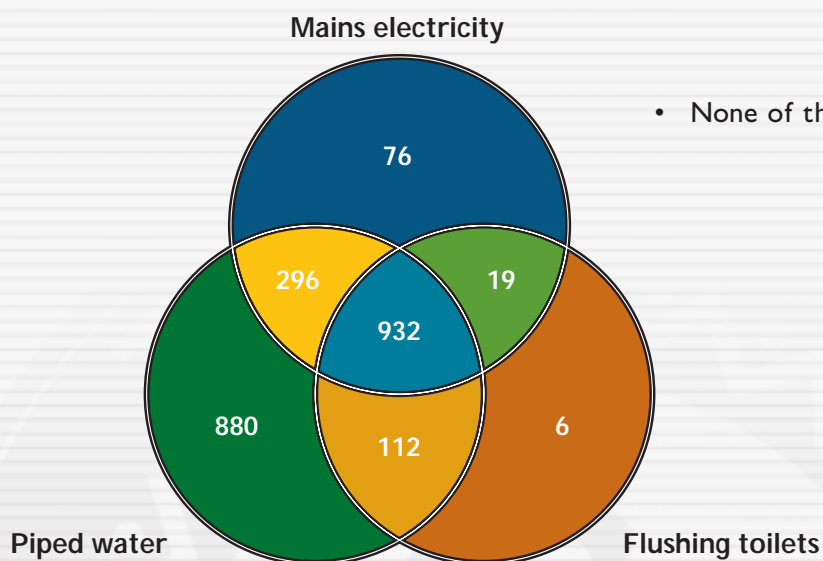
EC4 Distance to nearest primary school

Kilometres <sup>4</sup>	Frequency
< 1	2,197 (69)
≥ 1 < 3	686 (21)
≥ 3 < 5	191 (6)
≥ 5	136 (4)
<b>Total</b>	<b>3,210</b>



EC5 Availability on site of mains electricity, piped water and flushing toilets

Resources	Frequency
Mains electricity, piped water and flushing toilets	932 (30)
Mains electricity and piped water only	296 (9)
Mains electricity and flushing toilets only	19 (1)
Piped water and flushing toilets only	112 (4)
Mains electricity only	76 (2)
Piped water only	880 (28)
Flushing toilets only	6 (0)
None of these resources	802 (26)
<b>Total</b>	<b>3,123</b>



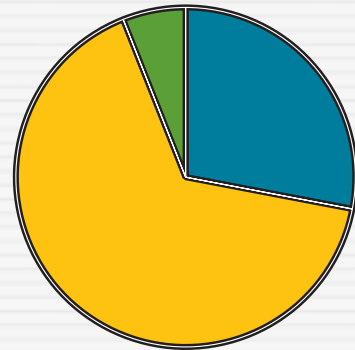
• None of these resources - 802

<sup>4</sup> < less than,  
≥ greater than or equal to.

## Eastern Cape Site profiles

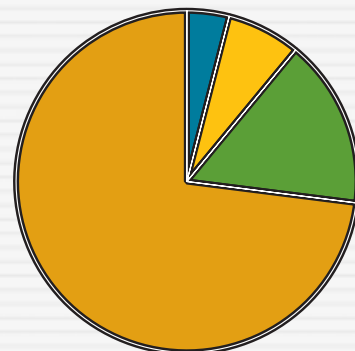
### EC6 Hours of operation

Hours	Frequency
< 5	828 (28)
≥ 5 < 10	1,936 (66)
≥ 10	186 (6)
<b>Total</b>	<b>2,950</b>



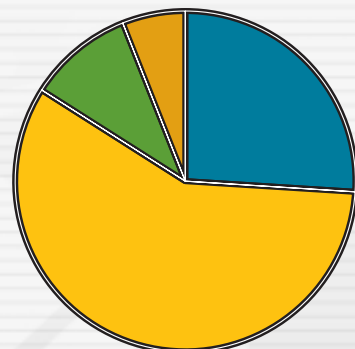
### EC7 Years providing ECD services

Years	Frequency
< 1	117 (4)
≥ 1 < 3	226 (7)
≥ 3 < 5	479 (16)
≥ 5	2,272 (73)
<b>Total</b>	<b>3,094</b>



### EC8 Registration

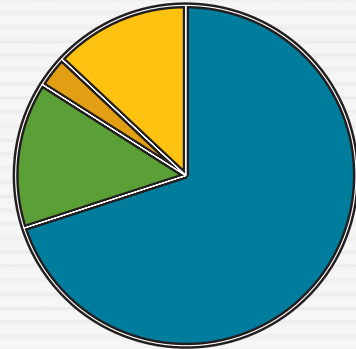
Registered with	Frequency
Department of Education	699 (26)
Department of Welfare	1,592 (58)
Local Authority	283 (10)
Other	170 (6)
<b>Total</b>	<b>2,744</b>



## Eastern Cape Site profiles

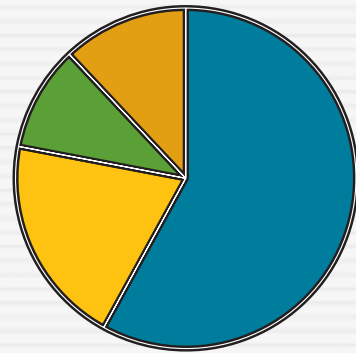
### EC9 Monthly fee levels<sup>5</sup>

Rands/month	Frequency
< 25	1,951 (70)
≥ 25 < 50	401 (14)
≥ 50 < 75	64 (2)
≥ 75	385 (14)
<b>Total</b>	<b>2,801</b>



### EC10 Fee payment rates

Payment rate	Frequency
0 – 25%	1,775 (58)
26 – 50%	620 (20)
51 – 75%	286 (10)
76 – 100%	374 (12)
<b>Total</b>	<b>3,055</b>



### EC11 Sources of income x site type

Source	School	Community	Home	Total
Fees only	57 (11)	233 (10)	241 (21)	531 (13)
Fundraising	135 (25)	449 (19)	244 (21)	828 (21)
Dept. of Welfare	63 (12)	837 (35)	269 (23)	1,169 (29)
Dept. of Education	142 (27)	224 (10)	54 (5)	420 (10)
Donations	71 (13)	288 (12)	167 (15)	526 (13)
Dept. of Health	10 (2)	45 (2)	10 (1)	65 (2)
Other <sup>6</sup>	21 (4)	100 (4)	47 (4)	168 (4)
Local Authorities	23 (4)	154 (7)	101 (9)	278 (7)
Private sector grant	10 (2)	31 (1)	9 (1)	50 (1)
<b>Totals<sup>7</sup></b>	<b>532</b>	<b>2,361</b>	<b>1,142</b>	<b>4,035</b>

<sup>5</sup> Fee levels applicable to learners aged three years and over.

<sup>6</sup> 'Other' in this instance refers to a source of income which could not readily be classified, e.g. using the facility for other services, selling vegetables grown on the land surrounding the site etc.

<sup>7</sup> Totals may exceed the number of sites in each category (as per Table EC2) as some sites have more than one source of income.

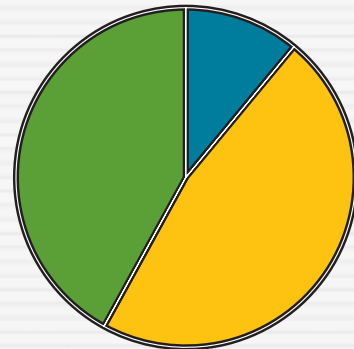
## Eastern Cape Learner profiles

EC12 Learners enrolled, learners in attendance<sup>8</sup> and attendance rate

Learners enrolled	Learners in attendance	Attendance rate
152,451	116,742	77%

EC13 Learners in attendance x site type

Site type	Frequency
School based	16,741 (15)
Community based	69,334 (61)
Home based	27,379 (24)
<b>Total</b>	<b>113,454</b>

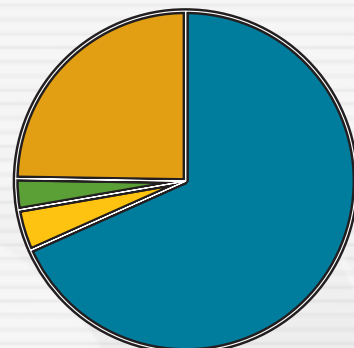


EC14 Learners' age x gender

Age (years)	Male	Female	Total
< 3	8,894 (16)	8,710 (15)	17,604 (15)
≥ 3 < 5	20,718 (36)	21,858 (37)	42,576 (37)
≥ 5 < 7	26,147 (45)	26,694 (45)	52,841 (45)
≥ 7	1,916 (3)	1,805 (3)	3,721 (3)
<b>Totals</b>	<b>57,675</b>	<b>59,067</b>	<b>116,742</b>

EC15 Learners' population group

Population group	Frequency
African	95,687 (86)
Coloured	8,428 (8)
Indian	428 (0)
White	7,220 (6)
<b>Total</b>	<b>111,763</b>



<sup>8</sup> With the exception of Tables 12 and 15 which contain data relating to 'learners enrolled', all other learner tables are derived from 'learners in attendance' data.

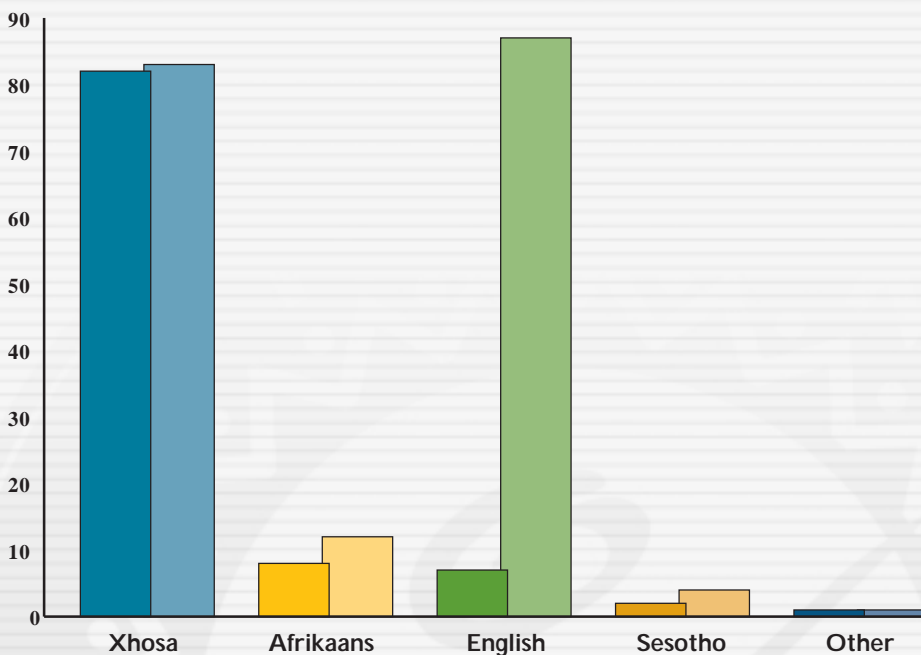
## Eastern Cape Learner profiles

### EC16 Learners' type of disabilities

Type of disability	Frequency
Physical (movement) disability	469 (23)
Severe hearing impairment / Deaf	169 (8)
Severe visual impairment / Blind	90 (5)
Mental disability	787 (39)
Cerebral palsied	41 (2)
Severe behavioural disorder	156 (8)
Autistic	33 (2)
Epilepsy	102 (5)
Multiple disability	104 (5)
Other	49 (3)
<b>Total</b>	<b>2,000</b>

### EC17 Learners' home languages and languages of instruction

Language	Home languages	Languages of instruction <sup>9</sup>
IsiXhosa	119,556 (82)	2,625 (83)
Afrikaans	11,660 (8)	373 (12)
English	10,448 (7)	2,745 (87)
Sesotho	2,492 (2)	126 (4)
Other	2,219 (1)	28 (1)
<b>Total</b>	<b>146,375</b>	



<sup>9</sup> The total of these percentages exceeds 100% as in many sites more than one language of instruction is used.

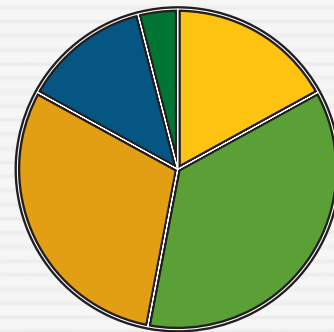
## Eastern Cape Educator profiles

EC18 Educators, learners and learner/educator ratio

Educators	Learners enrolled	Educator/learner ratio
6,354	152,451	24/1

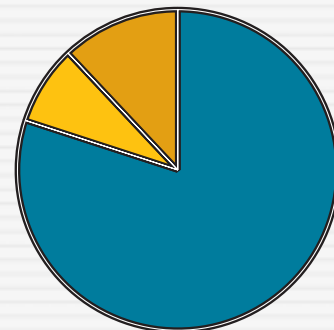
EC19 Educators' age

Age (years)	Frequency
< 20	22 (0)
≥ 20 < 30	1,026 (17)
≥ 30 < 40	2,208 (36)
≥ 40 < 50	1,843 (30)
≥ 50 < 60	788 (13)
≥ 60	281 (4)
<b>Total</b>	<b>6,168</b>



EC20 Educators' population group

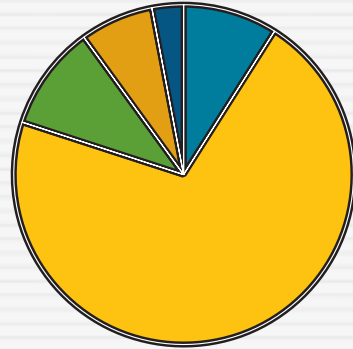
Population Group	Frequency
African	4,948 (80)
Coloured	461 (8)
Indian	23 (0)
White	728 (12)
<b>Total</b>	<b>6,160</b>



## Eastern Cape Educator profiles

### EC21 Educators' qualifications<sup>10</sup>

Qualifications	Frequency
No training	480 (9)
NGO training	3,831 (71)
Under-qualified	576 (10)
Qualified	367 (7)
Non-ECD qualification	159 (3)
<b>Total</b>	<b>5,413</b>



### EC22 Educator qualifications x years of ECD experience

Years	No training	NGO Training	Under-qualified	Qualified	Total
< 2	175 (37)	299 (8)	53 (9)	29 (8)	556 (11)
≥ 2 < 5	163 (34)	945 (24)	122 (21)	51 (14)	1,281 (24)
≥ 5 < 10	102 (21)	1,903 (50)	170 (30)	82 (22)	2,257 (43)
≥ 10	37 (8)	678 (18)	229 (40)	202 (56)	1,146 (22)
<b>Totals</b>	<b>477</b>	<b>3,825</b>	<b>574</b>	<b>364</b>	<b>5,240</b>



<sup>10</sup> The qualifications clusters detailed are those currently in use by the Department of Education:

'Under Qualified' educators who have received training in technical or teacher training colleges (Matriculation +2 years)

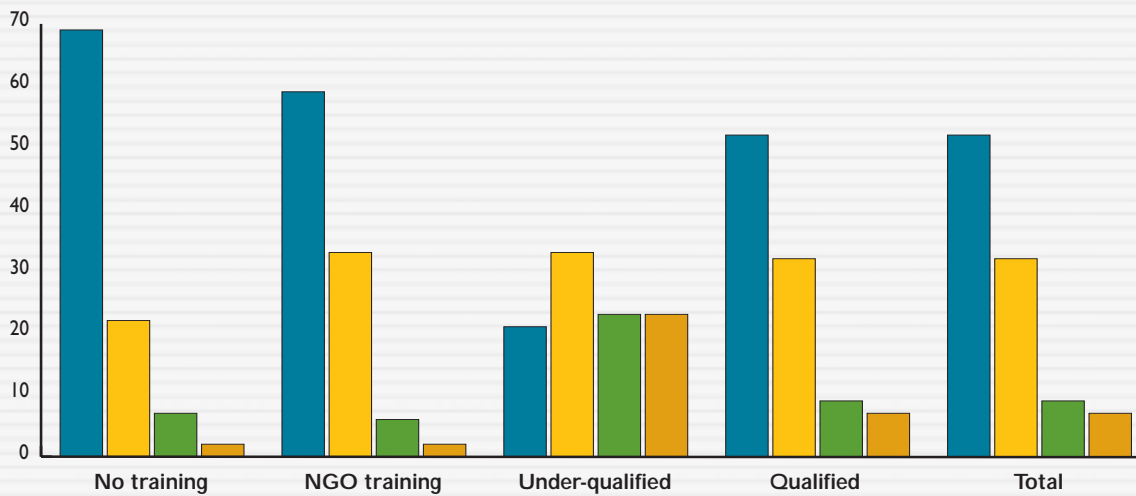
'Qualified' educators who have received university training (Matriculation + 3 years and more)

'Non-ECD qualification' a qualification in an area such as nursing, social work etc.

## Eastern Cape Educator profiles

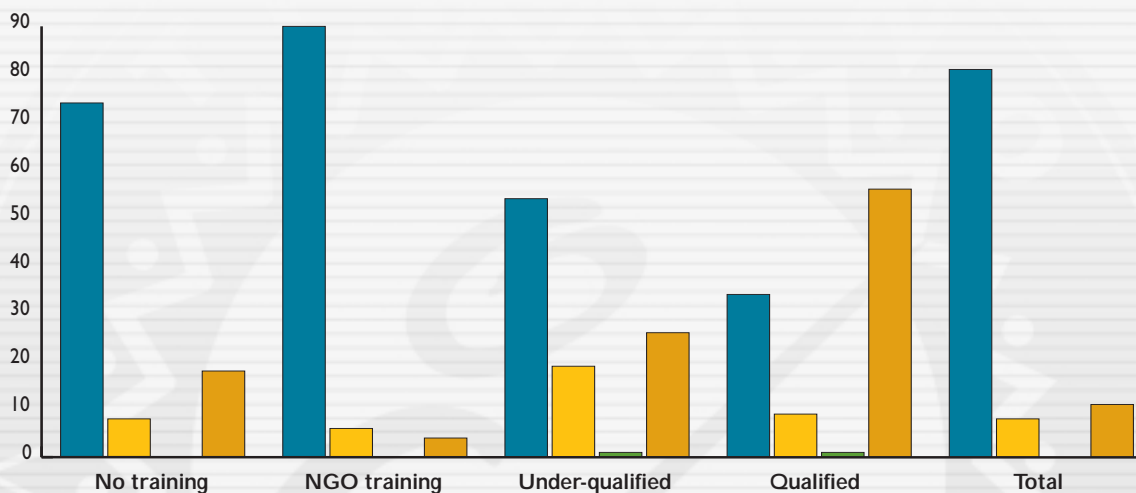
### EC23 Educator qualifications x monthly salary

Rands/month	No training	NGO Training	Under-qualified	Qualified	Total
< 500	284 (69)	2,012 (59)	116 (21)	39 (11)	2,451 (52)
≥ 500 < 1,500	92 (22)	1,124 (33)	179 (33)	74 (22)	1,469 (32)
≥ 1,500 < 3,000	27 (7)	197 (6)	125 (23)	77 (22)	426 (9)
≥ 3,000	6 (2)	54 (2)	126 (23)	155 (45)	341 (7)
<b>Totals</b>	<b>409</b>	<b>3,387</b>	<b>546</b>	<b>345</b>	<b>4,687</b>



### EC24 Educator qualifications x population group

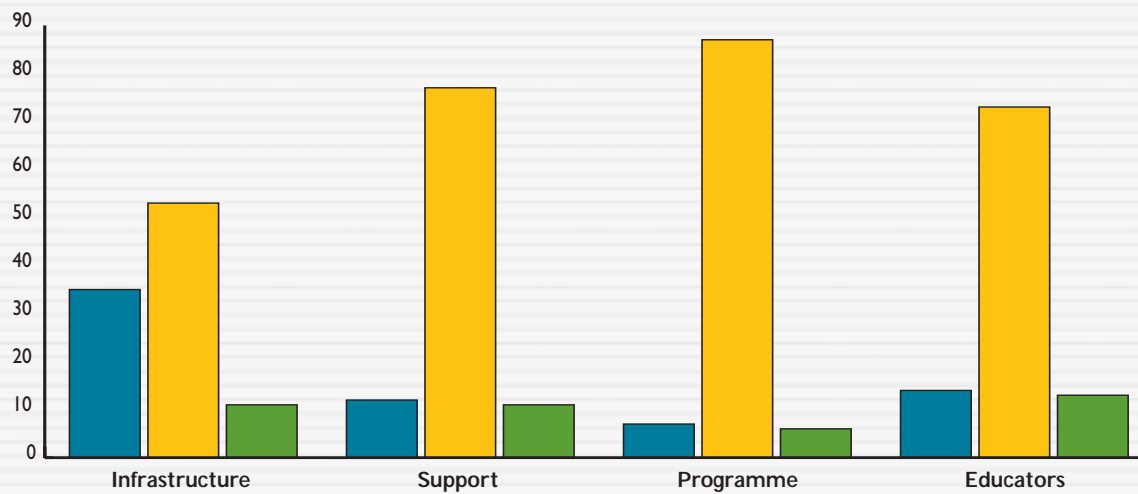
Pop. group	No training	NGO Training	Under-qualified	Qualified	Total
African	355 (74)	3,375 (90)	305 (54)	122 (34)	4,157 (81)
Coloured	37 (8)	205 (6)	105 (19)	33 (9)	380 (8)
Indian	0 (0)	10 (0)	7 (1)	2 (1)	19 (0)
White	84 (18)	149 (4)	143 (26)	200 (56)	576 (11)
<b>Totals</b>	<b>476</b>	<b>3,739</b>	<b>560</b>	<b>357</b>	<b>5,132</b>



## Eastern Cape Indices

EC25 Indices

Rating	Infrastructure	Support	Programme	Educators
Below Average	1,123 (35)	604 (19)	231 (7)	699 (11)
Average	1,713 (54)	2,268 (70)	2,799 (87)	4,869 (77)
Above Average	359 (11)	359 (11)	201 (6)	786 (12)
<b>Totals</b>	<b>3,195</b>	<b>3,231</b>	<b>3,231</b>	<b>6,354</b>



## Eastern Cape Salient findings

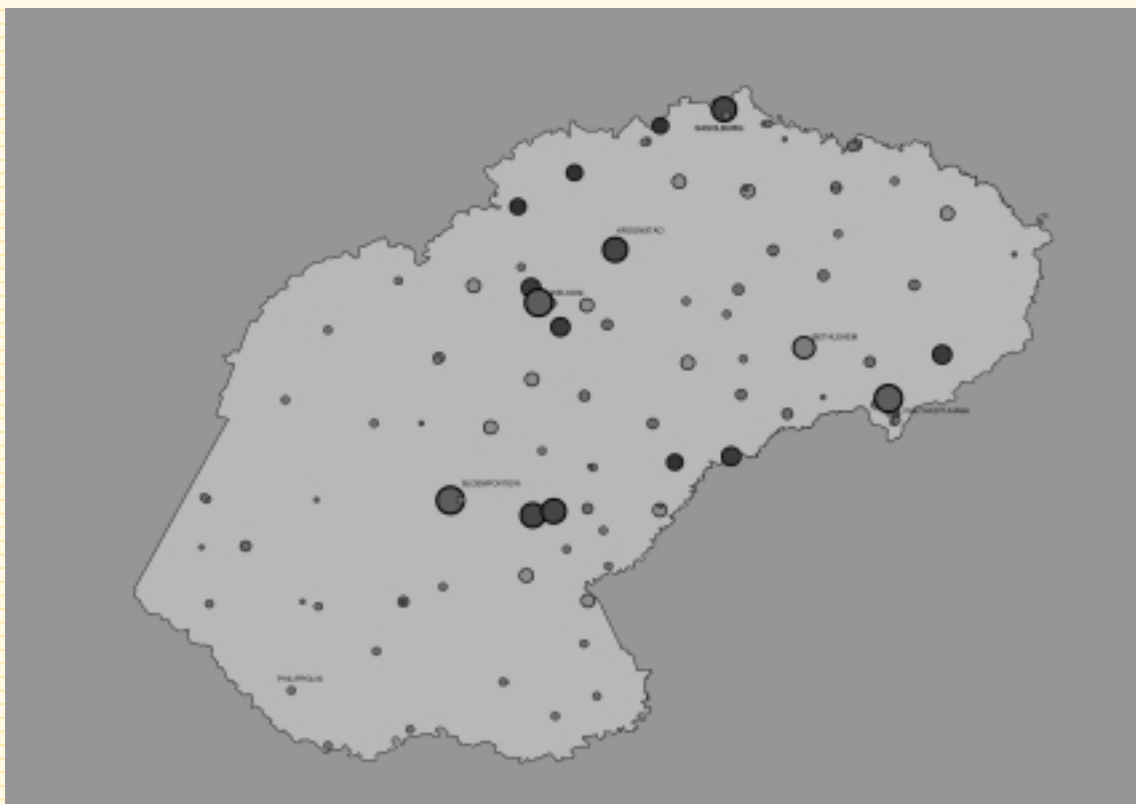
### The following salient points have emerged from the results:

- There are significantly more community based sites in the Eastern Cape (56%) than the national average (49%) which might explain why the majority of sites (58%) are registered with the Department of Welfare.
- Significantly more sites in the province are based in rural areas (62%) than is the case nationally (40%).
- Sites in the Eastern Cape are much less developed in terms of basic infrastructure than the national average. Only 30% of sites have piped water, flushing toilets and mains electricity. This compares unfavourably with the national scale of 53%.
- The financial situation of most sites in the Province is precarious. Seventy percent of learners pay less than R25 fees per month. For the majority of sites (58%), receiving fees on a regular basis is not the norm: typically they receive their fees less than 25% of the time.
- Learner statistics reflect national population distributions but the number of learners per educator (24:1) is significantly higher than the national average of (19:1).
- The age distribution of educators shows a slightly 'older' profile when compared with the national profile: 47% of the educators are 40 years or older compared to the national figure of 39%.
- Given the role that the NGO sector plays in community based sites, it is perhaps not surprising although very significant, that 71% of the educators in the Province have received NGO training (the national average is 43%). Educators in the Eastern Cape have longer teaching experience than the national average (65% having taught for 5 years or more compared to 55% nationally) and are getting paid less per month: (84% receiving less than R1,500 per month compared to the national percentage of 74%).
- The indices confirm that sites in the Eastern Cape are less well resourced: 35% rated 'below average' compared to 18% nationally. They also receive less support from their constituencies: 11% rated 'above average' compared to 19% nationally. While it is difficult to draw any definitive conclusions from a comparison of the provincial and national results with respect to the nature of the programme activities being conducted, a comparison of the educator indices establishes that there are appreciably fewer 'above average' educators in the Eastern Cape than are found nationally.

## Free State

This chapter provides a broad overview of ECD provisioning in the Free State. The following results are presented:

- Site profiles.
- Learner profiles.
- Educator profiles.
- Indices: infrastructure, support, programme and educator.
- Salient findings.



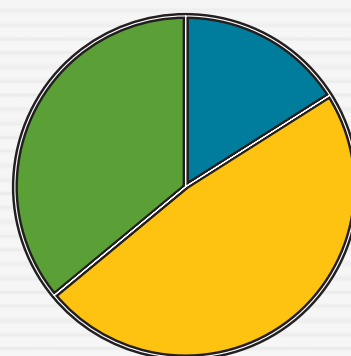
## Free State Site profiles

FS1 Number of sites

Total number of sites	1,665
% of study population	7.1

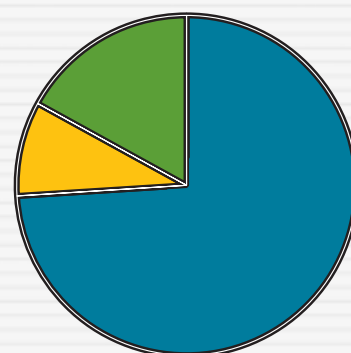
FS2 Types of sites<sup>1</sup>

Site type	Frequency
School based	271 (16)
Community based	783 (48)
Home based	586 (36)
Total <sup>2</sup>	1,640



FS3 Geographic location of sites

Location	Frequency
Urban (formal) <sup>3</sup>	1,223 (74)
Urban (informal)	155 (9)
Rural	279 (17)
Total	1,657



<sup>1</sup> All figures within the brackets in the tables represent column percentages.

<sup>2</sup> Table totals may differ as some cases are invariably lost when two or more variables are cross-tabulated.

<sup>3</sup> 'Urban formal' ordinary town or city areas with mostly formal dwellings,

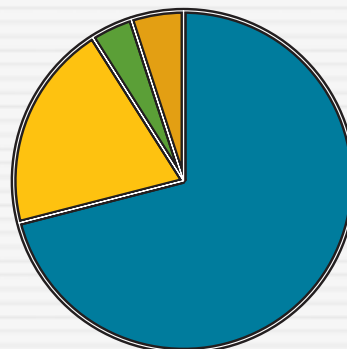
'Urban informal' ordinary town or city areas with predominantly informal dwellings,

'Rural' villages, rural resettlement areas, commercial farms.

## Free State Site profiles

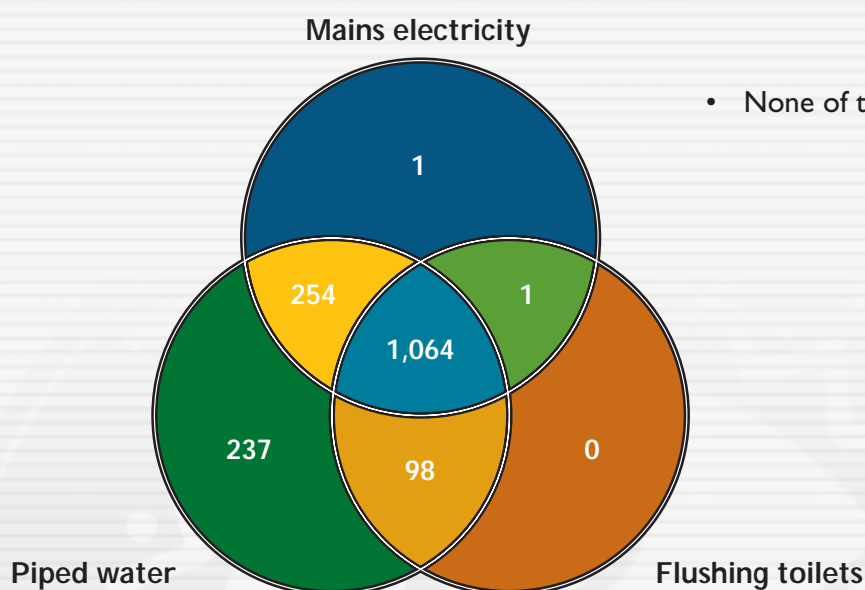
FS4 Distance to nearest primary school

Kilometres <sup>4</sup>	Frequency
< 1	1,181 (71)
≥ 1 < 3	326 (20)
≥ 3 < 5	71 (4)
≥ 5	79 (5)
<b>Total</b>	<b>1,657</b>



FS5 Availability on site of mains electricity, piped water and flushing toilets

Resources	Frequency
Mains electricity, piped water and flushing toilets	1,064 (64)
Mains electricity and piped water only	254 (16)
Mains electricity and flushing toilets only	1 (0)
Piped water and flushing toilets only	98 (6)
Mains electricity only	1 (0)
Piped water only	237 (14)
Flushing toilets only	0 (0)
None of these resources	3 (0)
<b>Total</b>	<b>1,658</b>



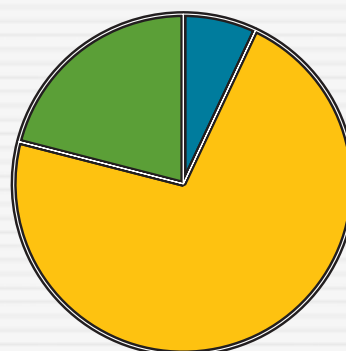
- None of these resources - 3

<sup>4</sup> < less than,  
≥ greater than or equal to.

## Free State Site profiles

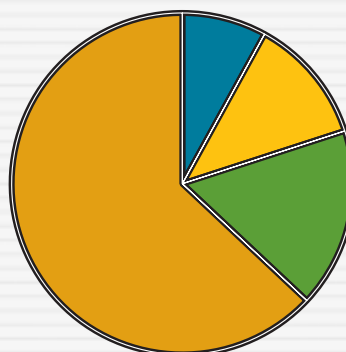
FS6 Hours of operation

Hours	Frequency
< 5	106 (7)
≥ 5 < 10	1,161 (72)
≥ 10	347 (21)
<b>Total</b>	<b>1,614</b>



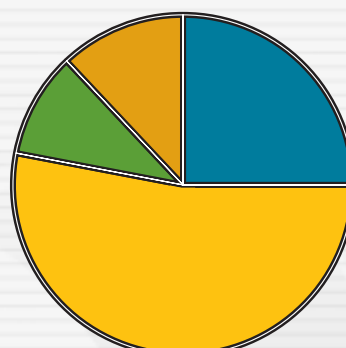
FS7 Years providing ECD services

Years	Frequency
< 1	131 (8)
≥ 1 < 3	205 (12)
≥ 3 < 5	283 (17)
≥ 5	1,034 (63)
<b>Total</b>	<b>1,653</b>



FS8 Registration

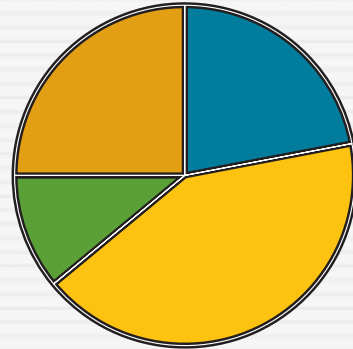
Registered with	Frequency
Department of Education	334 (25)
Department of Welfare	719 (53)
Local Authority	143 (10)
Other	157 (12)
<b>Total</b>	<b>1,353</b>



## Free State Site profiles

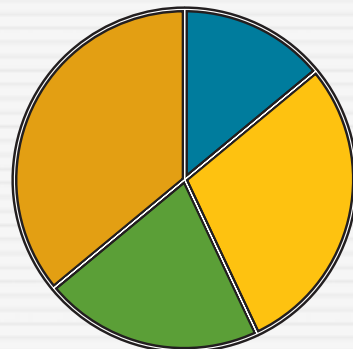
FS9 Monthly fee levels<sup>5</sup>

Rands/month	Frequency
< 25	357 (22)
≥ 25 < 50	660 (42)
≥ 50 < 75	175 (11)
≥ 75	392 (25)
<b>Total</b>	<b>1,584</b>



FS10 Fee payment rates

Payment rate	Frequency
0 – 25%	229 (14)
26 – 50%	475 (29)
51 – 75%	342 (21)
76 – 100%	595 (36)
<b>Total</b>	<b>1,641</b>



FS11 Sources of income x site type

Source	School	Community	Home	Total
Fees only	80 (30)	229 (30)	372 (65)	681 (42)
Fundraising	100 (38)	268 (35)	109 (19)	477 (29)
Dept. of Welfare	11 (4)	157 (20)	25 (4)	193 (12)
Dept. of Education	42 (16)	22 (3)	5 (1)	69 (4)
Donations	10 (4)	43 (6)	40 (7)	93 (6)
Dept. of Health	21 (8)	15 (2)	8 (1)	44 (3)
Other <sup>6</sup>	1 (0)	27 (3)	16 (3)	44 (3)
Local Authorities	0 (0)	3 (0)	0 (0)	3 (0)
Private sector grant	1 (0)	11 (1)	1 (0)	13 (1)
<b>Totals<sup>7</sup></b>	<b>266</b>	<b>775</b>	<b>576</b>	<b>1,617</b>

<sup>5</sup> Fee levels applicable to learners aged three years and over.

<sup>6</sup> 'Other' in this instance refers to a source of income which could not readily be classified, e.g. using the facility for other services, selling vegetables grown on the land surrounding the site etc.

<sup>7</sup> Totals may exceed the number of sites in each category (as per Table FS2) as some sites have more than one source of income.

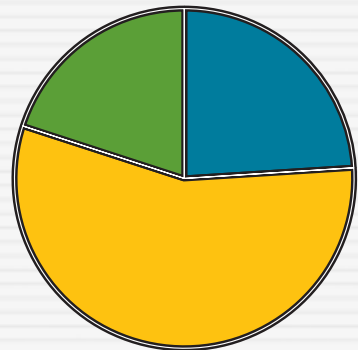
## Free State Learner profiles

FS12      Learners enrolled, learners in attendance<sup>8</sup> and attendance rate

Learners enrolled	Learners in attendance	Attendance rate
75,493	66,593	88%

FS13      Learners in attendance x site type

Site type	Frequency
School based	16,031 (24)
Community based	36,453 (56)
Home based	13,104 (20)
<b>Total</b>	<b>65,588</b>

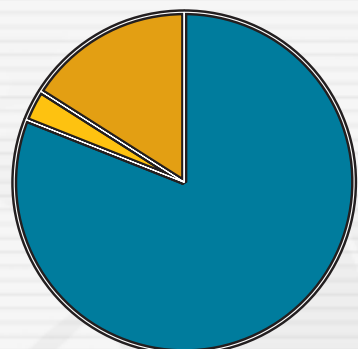


FS14      Learners' age x gender

Age (years)	Male	Female	Total
< 3	4,970 (15)	5,185 (15)	10,155 (15)
≥ 3 < 5	9,440 (29)	9,746 (29)	19,186 (29)
≥ 5 < 7	17,130 (52)	17,446 (52)	34,576 (52)
≥ 7	1,347 (4)	1,329 (4)	2,676 (4)
<b>Totals</b>	<b>32,887</b>	<b>33,706</b>	<b>66,593</b>

FS15      Learners' population group

Population group	Frequency
African	53,202 (81)
Coloured	1,618 (3)
Indian	124 (0)
White	10,857 (16)
<b>Total</b>	<b>65,801</b>



<sup>8</sup> With the exception of Tables 12 and 15 which contain data relating to 'learners enrolled', all other learner tables are derived from 'learners in attendance' data.

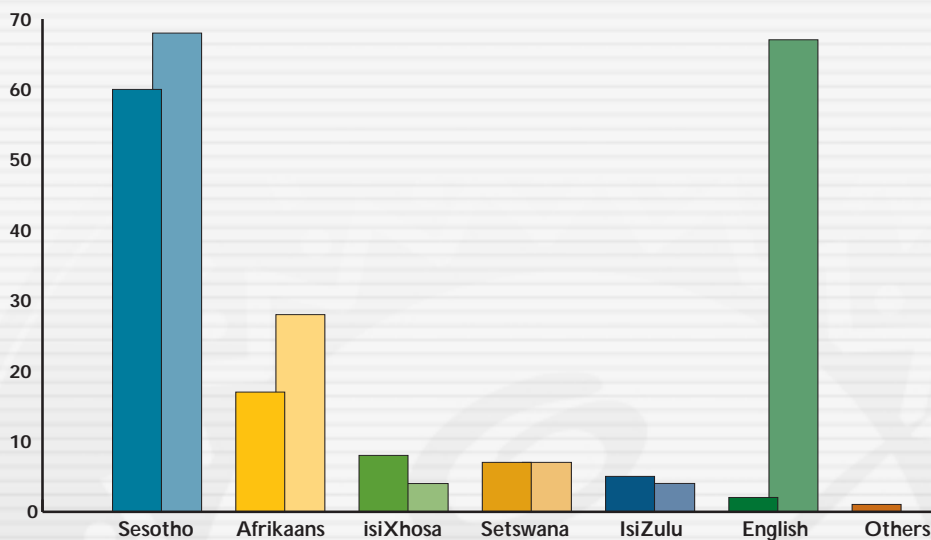
## Free State Learner profiles

### FS16 Learners' type of disabilities

Type of disability	Frequency
Physical (movement) disability	176 (19)
Severe hearing impairment / Deaf	58 (6)
Severe visual impairment / Blind	47 (5)
Mental disability	231 (25)
Cerebral palsy	17 (2)
Severe behavioural disorder	28 (3)
Autistic	11 (1)
Epilepsy	75 (8)
Multiple disability	233 (25)
Other	56 (6)
<b>Total</b>	<b>932</b>

### FS17 Learners' home languages and languages of instruction

Language	Home languages	Languages of instruction <sup>9</sup>
Sesotho	44,939 (60)	1,124 (68)
Afrikaans	12,635 (17)	468 (28)
isiXhosa	6,104 (8)	73 (4)
Setswana	5,192 (7)	121 (7)
IsiZulu	3,601 (5)	58 (4)
English	1,504 (2)	1,119 (67)
Others	1,162 (1)	5 (0)
<b>Total</b>	<b>75,137</b>	



<sup>9</sup> The total of these percentages exceeds 100% as in many sites more than one language of instruction is used.

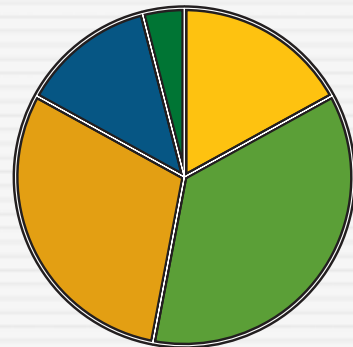
## Free State Educator profiles

FS18 Educators, learners and learner/educator ratio

Educators	Learners enrolled	Educator/learner ratio
3,964	75,493	19/1

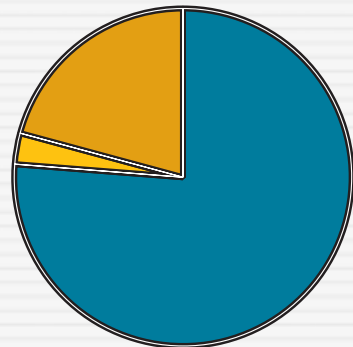
FS19 Educators' age

Age (years)	Frequency
< 20	25 (1)
≥ 20 < 30	720 (18)
≥ 30 < 40	1,411 (36)
≥ 40 < 50	1,143 (29)
≥ 50 < 60	472 (12)
≥ 60	151 (4)
<b>Total</b>	<b>3,922</b>



FS20 Educators' population group

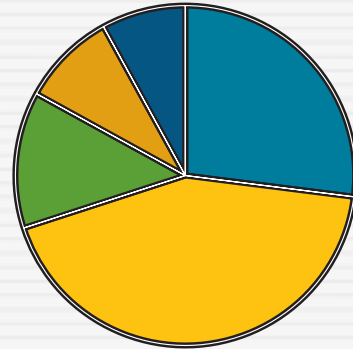
Population Group	Frequency
African	3,035 (77)
Coloured	80 (2)
Indian	1 (0)
White	842 (21)
<b>Total</b>	<b>3,958</b>



## Free State Educator profiles

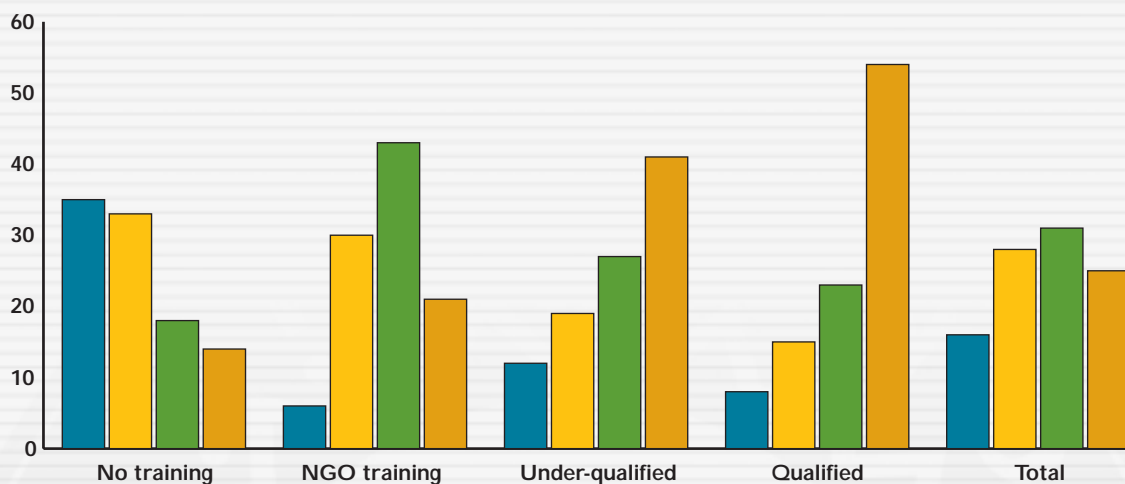
FS21 Educators' qualifications<sup>10</sup>

Qualifications	Frequency
No training	1,015 (27)
NGO training	1,594 (43)
Under-qualified	469 (13)
Qualified	338 (9)
Non-ECD qualification	316 (8)
<b>Total</b>	<b>3,732</b>



FS22 Educator qualifications x years of ECD experience

Years	No training	NGO Training	Under-qualified	Qualified	Total
< 2	355 (35)	101 (6)	58 (12)	26 (8)	540 (16)
≥ 2 < 5	333 (33)	471 (30)	90 (19)	50 (15)	944 (28)
≥ 5 < 10	181 (18)	686 (43)	127 (27)	77 (23)	1,071 (31)
≥ 10	146 (14)	336 (21)	194 (41)	185 (54)	861 (25)
<b>Totals</b>	<b>1,015</b>	<b>1,594</b>	<b>469</b>	<b>338</b>	<b>3,416</b>



<sup>10</sup> The qualifications clusters detailed are those currently in use by the Department of Education:

'Under Qualified' educators who have received training in technical or teacher training colleges (Matriculation +2 years)

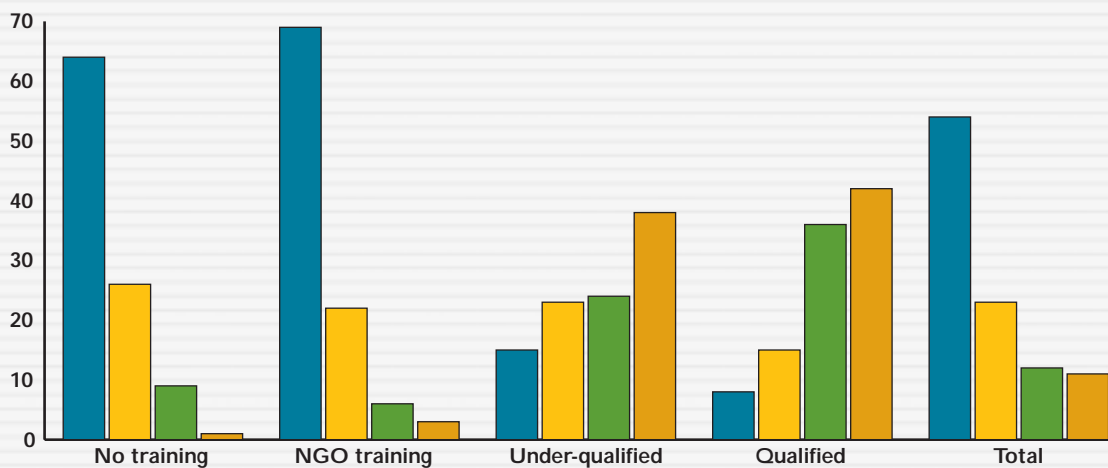
'Qualified' educators who have received university training (Matriculation + 3 years and more)

'Non-ECD qualification' a qualification in an area such as nursing, social work etc.

## Free State Educator profiles

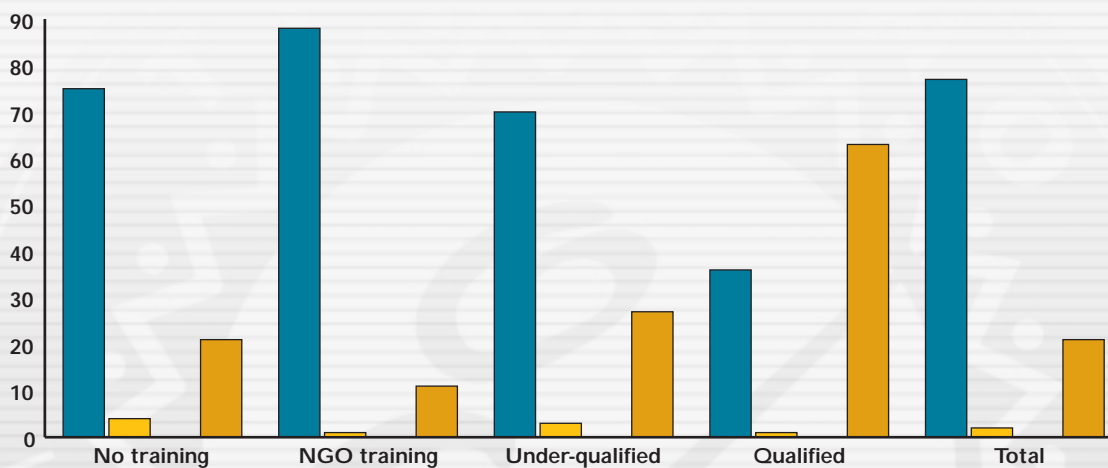
FS23 Educator qualifications x monthly salary

Years	No training	NGO Training	Under-qualified	Qualified	Total
< 500	612 (64)	1,019 (69)	68 (15)	25 (8)	1,724 (54)
≥ 500 < 1,500	250 (26)	321 (22)	103 (23)	49 (15)	723 (23)
≥ 1,500 < 3,000	85 (9)	95 (6)	106 (24)	118 (36)	404 (12)
≥ 3,000	7 (1)	39 (3)	169 (38)	137 (42)	352 (11)
<b>Totals</b>	<b>954</b>	<b>1,474</b>	<b>446</b>	<b>329</b>	<b>3,203</b>



FS24 Educator qualifications x population group

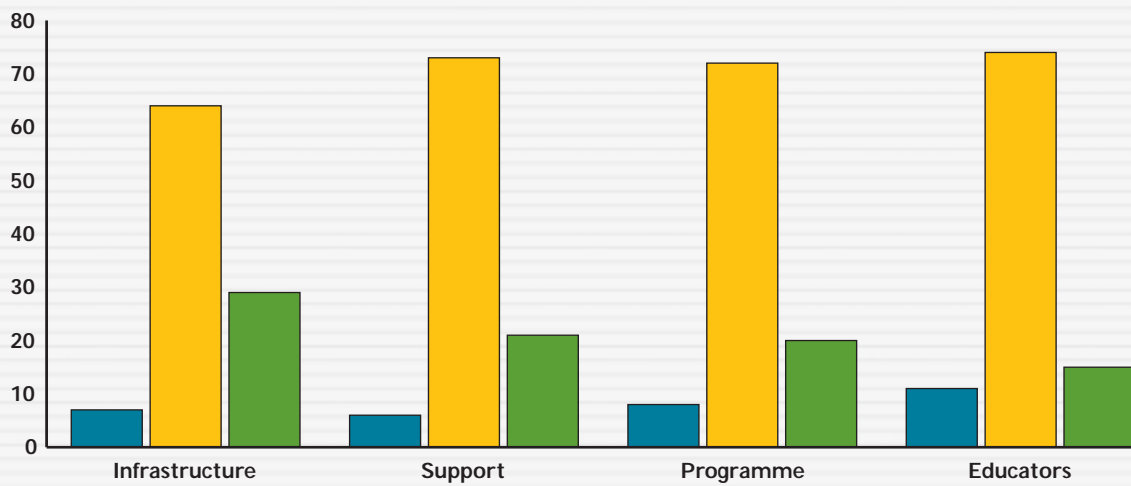
Pop. group	No training	NGO Training	Under-qualified	Qualified	Total
African	762 (75)	1,408 (88)	327 (70)	122 (36)	2,619 (77)
Coloured	41 (4)	14 (1)	16 (3)	3 (1)	74 (2)
Indian	0 (0)	1 (0)	0 (0)	0 (0)	1 (0)
White	211 (21)	170 (11)	126 (27)	212 (63)	719 (21)
<b>Totals</b>	<b>1,014</b>	<b>1,593</b>	<b>469</b>	<b>337</b>	<b>3,413</b>



## Free State Indices

FS25 Indices

Rating	Infrastructure	Support	Programme	Educators
Below Average	113 (7)	93 (6)	133 (8)	442 (11)
Average	1,072 (64)	1,225 (73)	1,193 (72)	2,944 (74)
Above Average	479 (29)	347 (21)	339 (20)	578 (15)
Totals	1,664	1,665	1,665	3,964



## Free State Salient findings

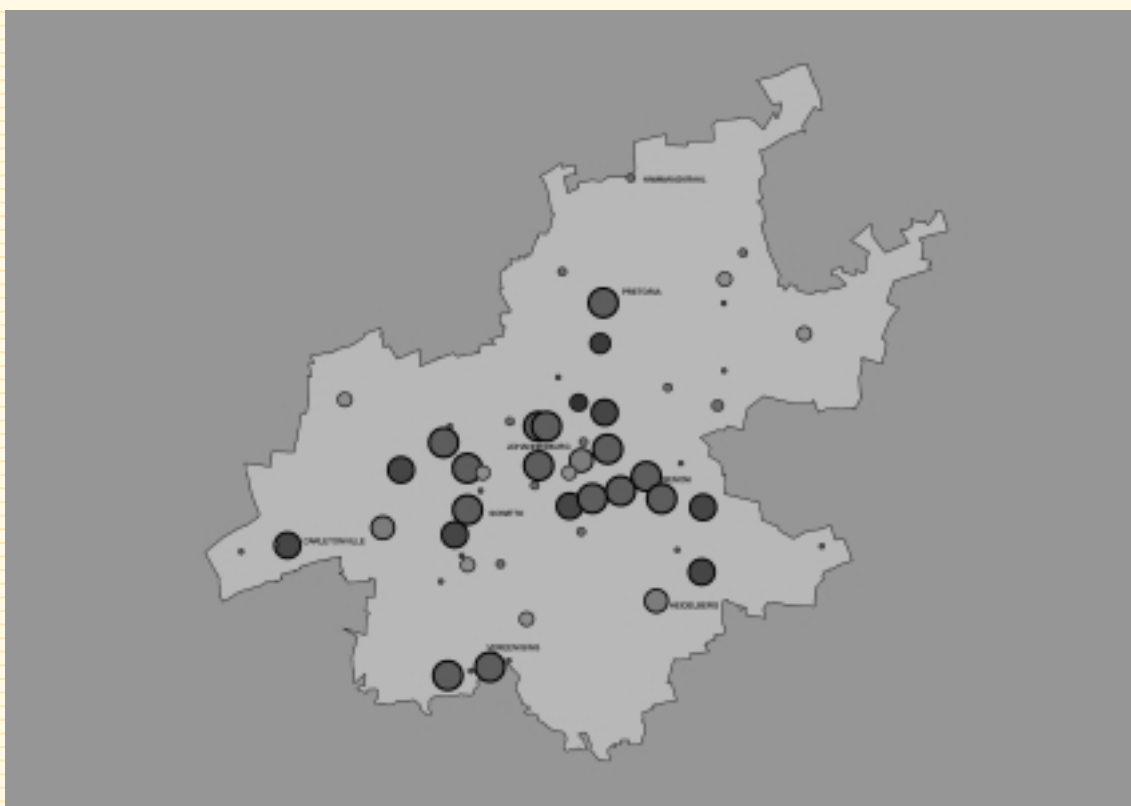
### The following salient points have emerged from the results:

- The distribution of sites (community, home and school based) are representative of the national distribution.
- Significantly more sites in the Province are based in urban areas (74%) than is the case nationally (49%). This might explain why 70% of sites are within 1 km of the nearest primary school (this figure is in line with the national figure of 72%).
- Sites in the Free State compare favourably with other provinces in terms of basic infrastructure. Nearly two thirds of sites (64%) have piped water, flushing toilets and mains electricity (the national average is 53%).
- The financial situation of most sites in the province compares well with other provinces. Only 19% of learners pay less than R25 fees per month while 14% of parents contribute less than 25% of the school fees.
- The number of learners per educator (19:1) is identical to national ratio.
- As far as the educators are concerned, the age distribution shows a slightly 'older' profile when compared with the national profile: 45% of the educators are older than 40 compared to the national proportion of 39%. As far as qualifications are concerned, the profile for the Free State is very similar to that of the national profile. This also applies to the provincial figures on teaching experience (56% having taught for more than 5 years compared to 55% nationally). Their salaries are also consistent with the national picture.
- The summary indices confirm the general picture that has emerged: ECD facilities in the Free State are generally better resourced (29% are 'above average' compared to 20% nationally on the infrastructure index). More facilities in the province (20%) were rated 'above average' on the educational programme index compared to the national percentage (9%). The distributions on the support and educator indices are consistent with national figures.

## Gauteng

This chapter provides a broad overview of ECD provisioning in Gauteng. The following results are presented:

- Site profiles.
- Learner profiles.
- Educator profiles.
- Indices: infrastructure, support, programme and educator.
- Salient findings.



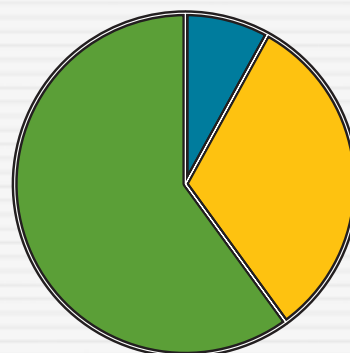
## Gauteng Site profiles

### G1 Number of sites

Total number of sites	5,308
% of study population	22.6

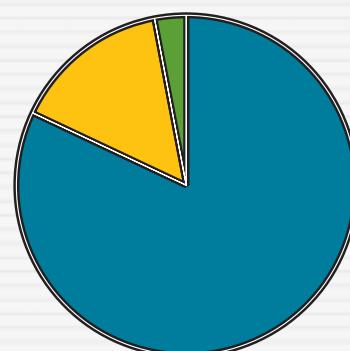
### G2 Types of sites<sup>1</sup>

Site type	Frequency
School based	442 (8)
Community based	1,649 (32)
Home based	3,097 (60)
<b>Total<sup>2</sup></b>	<b>5,168</b>



### G3 Geographic location of sites

Location	Frequency
Urban (formal) <sup>3</sup>	4,324 (83)
Urban (informal)	821 (16)
Rural	53 (1)
<b>Total</b>	<b>5,198</b>



<sup>1</sup> All figures within the brackets in the tables represent column percentages.

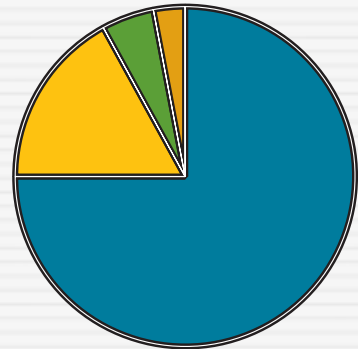
<sup>2</sup> Table totals may differ as some cases are invariably lost when two or more variables are cross-tabulated.

<sup>3</sup> 'Urban formal' ordinary town or city areas with mostly formal dwellings,  
 'Urban informal' ordinary town or city areas with predominantly informal dwellings,  
 'Rural' villages, rural resettlement areas, commercial farms.

## Gauteng Site profiles

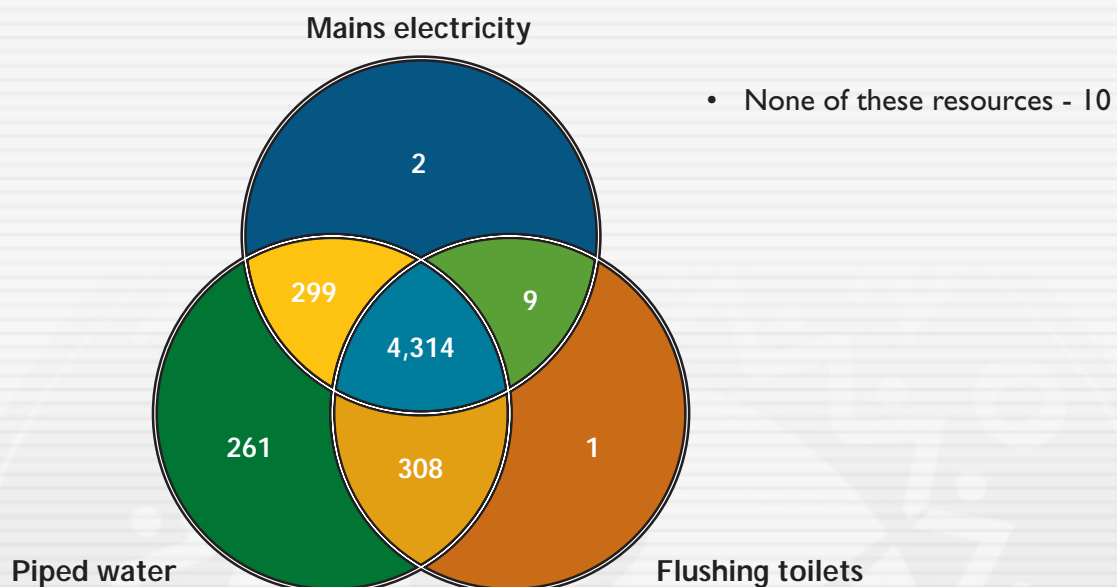
### G4 Distance to nearest primary school

Kilometres <sup>4</sup>	Frequency
< 1	4,001 (75)
≥ 1 < 3	895 (17)
≥ 3 < 5	256 (5)
≥ 5	145 (3)
<b>Total</b>	<b>5,297</b>



### G5 Availability on site of mains electricity, piped water and flushing toilets

Resources	Frequency
Mains electricity, piped water and flushing toilets	4,314 (83)
Mains electricity and piped water only	299 (6)
Mains electricity and flushing toilets only	9 (0)
Piped water and flushing toilets only	308 (6)
Mains electricity only	2 (0)
Piped water only	261 (5)
Flushing toilets only	1 (0)
None of these resources	10 (0)
<b>Total</b>	<b>5,204</b>

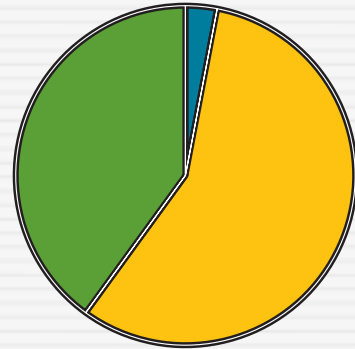


<sup>4</sup> < less than,  
≥ greater than or equal to.

## Gauteng Site profiles

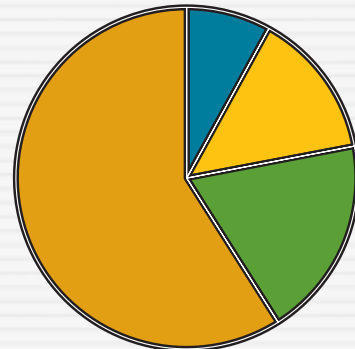
### G6 Hours of operation

Hours	Frequency
< 5	122 (2)
≥ 5 < 10	2,990 (58)
≥ 10	2,048 (40)
<b>Total</b>	<b>5,160</b>



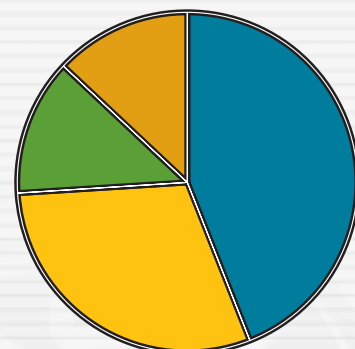
### G7 Years providing ECD services

Years	Frequency
< 1	437 (8)
≥ 1 < 3	706 (14)
≥ 3 < 5	1,011 (19)
≥ 5	3,063 (59)
<b>Total</b>	<b>5,217</b>



### G8 Registration

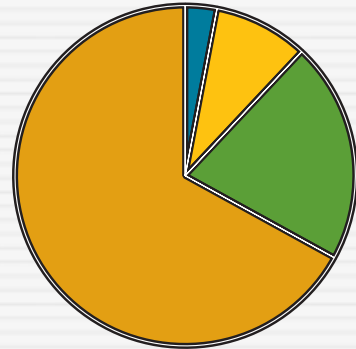
Registered with	Frequency
Department of Education	1,010 (44)
Department of Welfare	686 (30)
Local Authority	284 (13)
Other	295 (13)
<b>Total</b>	<b>2,275</b>



## Gauteng Site profiles

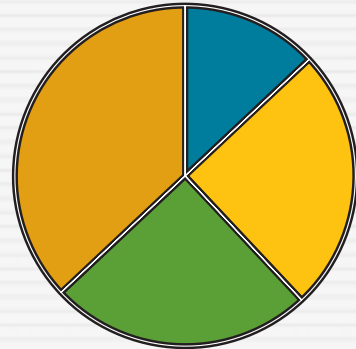
### G9 Monthly fee levels<sup>5</sup>

Rands/month	Frequency
< 25	60 (1)
≥ 25 < 50	471 (10)
≥ 50 < 75	1,036 (22)
≥ 75	3,244 (67)
<b>Total</b>	<b>4,811</b>



### G10 Fee payment rates

Payment rate	Frequency
0 – 25%	694 (13)
26 – 50%	1,306 (25)
51 – 75%	1,293 (25)
76 – 100%	1,918 (37)
<b>Total</b>	<b>5,211</b>



### G11 Sources of income x site type

Source	School	Community	Home	Total
Fees only	120 (30)	443 (28)	1,141 (39)	1,704 (35)
Fundraising	140 (35)	459 (29)	367 (13)	966 (20)
Dept. of Welfare	9 (2)	133 (9)	82 (3)	224 (4)
Dept. of Education	62 (15)	101 (7)	204 (7)	367 (7)
Donations	16 (4)	72 (4)	46 (2)	134 (3)
Dept. of Health	16 (4)	175 (11)	771 (26)	962 (20)
Other <sup>6</sup>	28 (7)	137 (9)	277 (9)	442 (9)
Local Authorities	6 (2)	15 (1)	11 (0)	32 (1)
Private sector grant	5 (1)	29 (2)	16 (1)	50 (1)
<b>Totals<sup>7</sup></b>	<b>402</b>	<b>1,564</b>	<b>2,915</b>	<b>4,881</b>

<sup>5</sup> Fee levels applicable to learners aged three years and over.

<sup>6</sup> 'Other' in this instance refers to a source of income which could not readily be classified, e.g. using the facility for other services, selling vegetables grown on the land surrounding the site etc.

<sup>7</sup> Totals may exceed the number of sites in each category (as per Table G2) as some sites have more than one source of income.

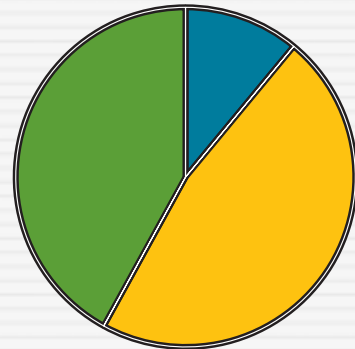
## Gauteng Learner profiles

G12 Learners enrolled, learners in attendance<sup>8</sup> and attendance rate

Learners enrolled	Learners in attendance	Attendance rate
236,523	213,695	90%

G13 Learners in attendance x site type

Site type	Frequency
School based	22,321 (11)
Community based	98,633 (47)
Home based	87,355 (42)
<b>Total</b>	<b>208,309</b>

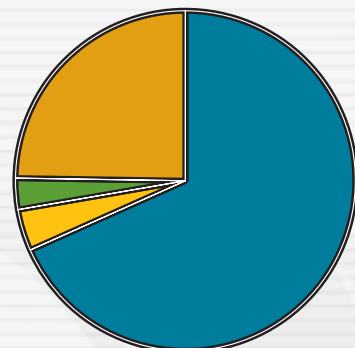


G14 Learners' age x gender

Age (years)	Male	Female	Total
< 3	24,400 (23)	23,807 (22)	28,207 (22)
≥ 3 < 5	35,545 (33)	36,191 (34)	71,736 (34)
≥ 5 < 7	45,549 (43)	45,782 (43)	91,331 (43)
≥ 7	1,267 (1)	1,154 (1)	2,421 (1)
<b>Totals</b>	<b>106,761</b>	<b>106,934</b>	<b>213,695</b>

G15 Learners' population group

Population group	Frequency
African	146,843 (70)
Coloured	6,130 (3)
Indian	3,894 (2)
White	52,285 (25)
<b>Total</b>	<b>209,152</b>



<sup>8</sup> With the exception of Tables 12 and 15 which contain data relating to 'learners enrolled', all other learner tables are derived from 'learners in attendance' data.

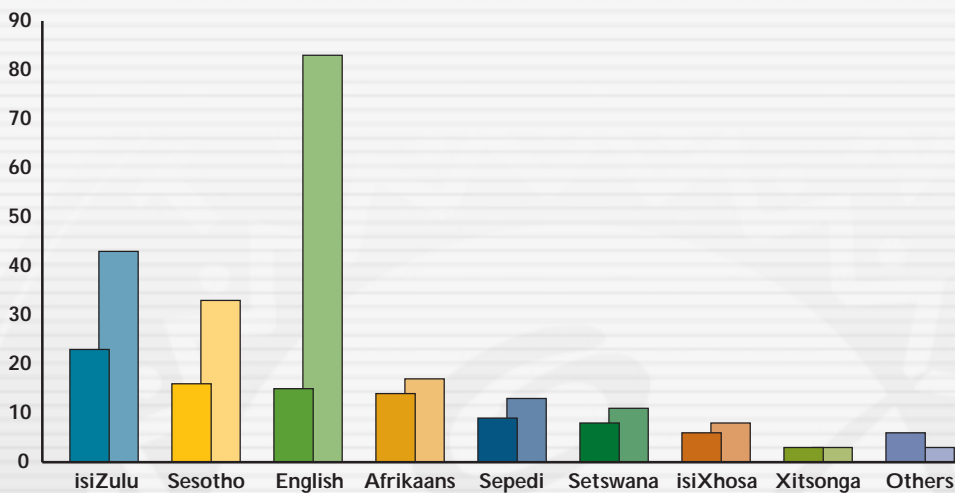
## Gauteng Learner profiles

### G16 Learners' type of disabilities

Type of disability	Frequency
Physical (movement) disability	408 (18)
Severe hearing impairment / Deaf	255 (11)
Severe visual impairment / Blind	52 (2)
Mental disability	560 (25)
Cerebral palsied	240 (11)
Severe behavioural disorder	85 (4)
Autistic	54 (2)
Epilepsy	170 (7)
Multiple disability	197 (9)
Other	259 (11)
<b>Total</b>	<b>2,280</b>

### G17 Learners' home languages and languages of instruction

Language	Home languages	Languages of instruction <sup>9</sup>
isiZulu	52,424 (23)	2,303 (43)
Sesotho	38,149 (16)	1,747 (33)
English	35,982 (15)	4,388 (83)
Afrikaans	32,817 (14)	906 (17)
Sepedi	21,359 (9)	680 (13)
Setswana	17,993 (8)	581 (11)
isiXhosa	14,311 (6)	422 (8)
Xitsonga	6,580 (3)	163 (3)
Others	13,009 (6)	171 (3)
<b>Total</b>	<b>232,624</b>	



<sup>9</sup> The total of these percentages exceeds 100% as in many sites more than one language of instruction is used.

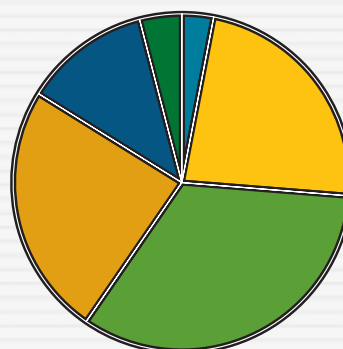
## Gauteng Educator profiles

G18 Educators, learners and learner/educator ratio

Educators	Learners enrolled	Educator/learner ratio
15,052	236,523	16/1

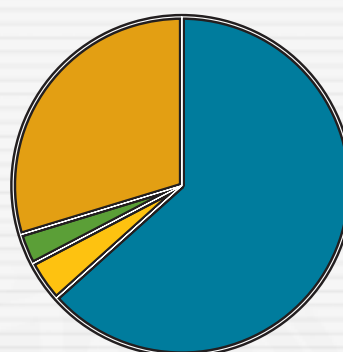
G19 Educators' age

Age (years)	Frequency
< 20	118 (1)
≥ 20 < 30	3,575 (24)
≥ 30 < 40	5,015 (34)
≥ 40 < 50	3,622 (25)
≥ 50 < 60	1,680 (12)
≥ 60	557 (4)
<b>Total</b>	<b>14,567</b>



G20 Educators' population group

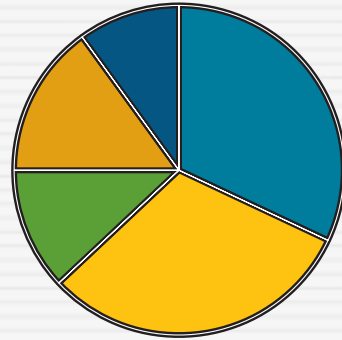
Population Group	Frequency
African	9,686 (65)
Coloured	387 (3)
Indian	286 (2)
White	4,416 (30)
<b>Total</b>	<b>14,775</b>



## Gauteng Educator profiles

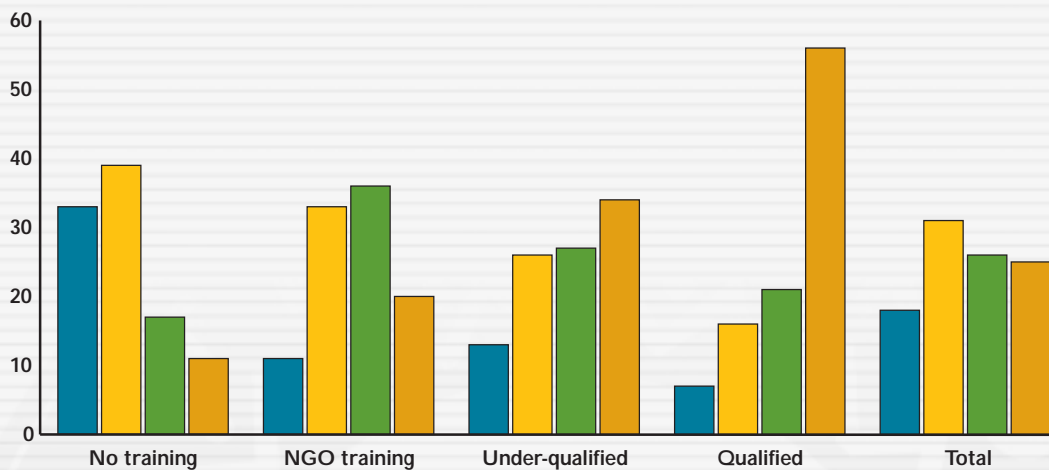
### G21 Educators' qualifications<sup>10</sup>

Qualifications	Frequency
No training	4,098 (32)
NGO training	4,076 (31)
Under-qualified	1,610 (12)
Qualified	1,895 (15)
Non-ECD qualification	1,265 (10)
<b>Total</b>	<b>12,944</b>



### G22 Educator qualifications x years of ECD experience

Years	No training	NGO Training	Under-qualified	Qualified	Total
< 2	1,335 (33)	454 (11)	208 (13)	140 (7)	2,137 (18)
≥ 2 < 5	1,578 (39)	1,324 (33)	421 (26)	301 (16)	3,624 (31)
≥ 5 < 10	713 (17)	1,484 (36)	433 (27)	388 (21)	3,018 (26)
≥ 10	470 (11)	811 (20)	547 (34)	1,066 (56)	2,894 (25)
<b>Totals</b>	<b>4,096</b>	<b>4,073</b>	<b>1,609</b>	<b>1,895</b>	<b>11,673</b>



<sup>10</sup> The qualifications clusters detailed are those currently in use by the Department of Education:

'Under Qualified' educators who have received training in technical or teacher training colleges (Matriculation +2 years)

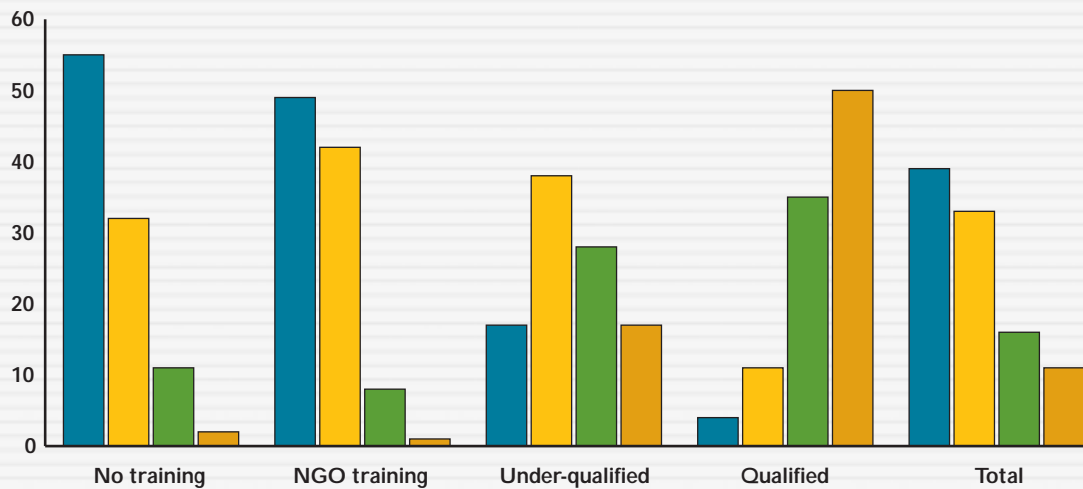
'Qualified' educators who have received university training (Matriculation + 3 years and more)

'Non-ECD qualification' a qualification in an area such as nursing, social work etc.

## Gauteng Educator profiles

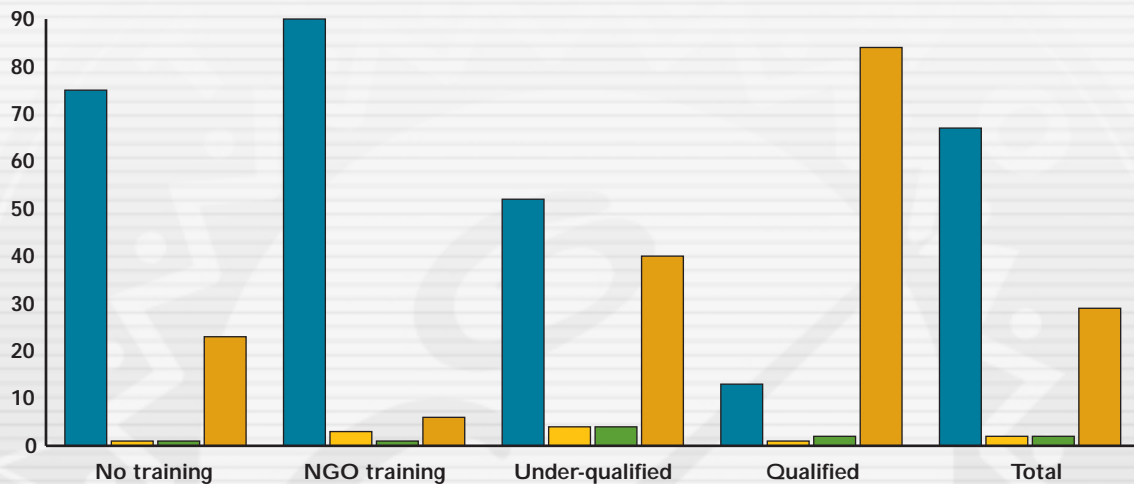
G23 Educator qualifications x monthly salary

Rands/month	No training	NGO Training	Under-qualified	Qualified	Total
< 500	2,105 (55)	1,911 (49)	251 (17)	75 (4)	4,342 (39)
≥ 500 < 1,500	1,238 (32)	1,617 (42)	579 (38)	204 (11)	3,638 (33)
≥ 1,500 < 3,000	447 (11)	305 (8)	430 (28)	611 (35)	1,793 (16)
≥ 3,000	65 (2)	48 (1)	257 (17)	873 (50)	1,243 (11)
<b>Totals</b>	<b>3,855</b>	<b>3,881</b>	<b>1,517</b>	<b>1,763</b>	<b>11,016</b>



G24 Educator qualifications x population group

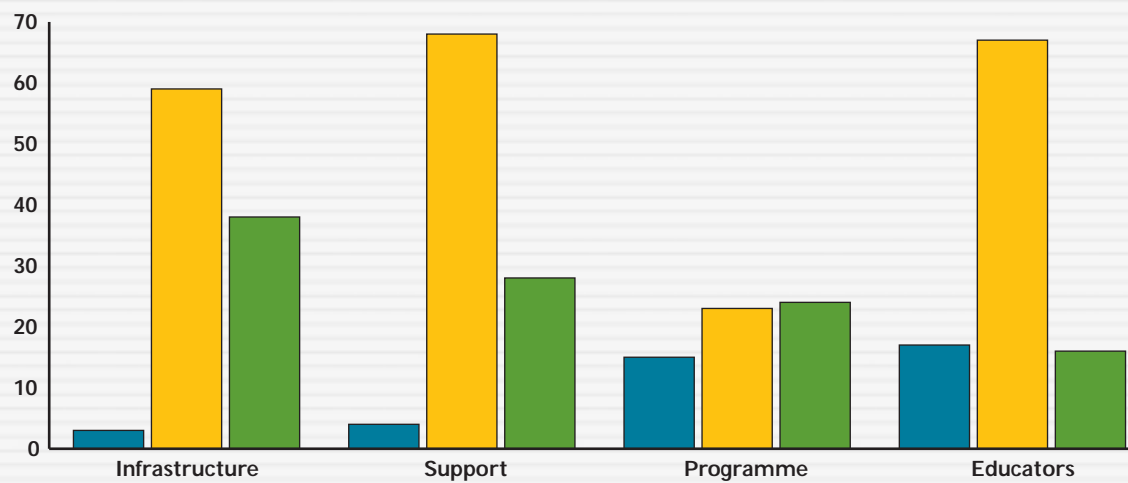
Pop. group	No training	NGO Training	Under-qualified	Qualified	Total
African	3,024 (75)	3,566 (90)	832 (52)	251 (13)	7,673 (67)
Coloured	58 (1)	133 (3)	66 (4)	27 (1)	284 (2)
Indian	41 (1)	56 (1)	57 (4)	34 (2)	188 (2)
White	917 (23)	225 (6)	629 (40)	1,573 (84)	3,344 (29)
<b>Totals</b>	<b>4,040</b>	<b>3,980</b>	<b>1,584</b>	<b>1,885</b>	<b>11,489</b>



## Gauteng Indices

G25 Indices

Rating	Infrastructure	Support	Programme	Educators
Below Average	159 (3)	223 (4)	943 (18)	2,574 (17)
Average	3,137 (59)	3,609 (68)	3,887 (73)	10,059 (67)
Above Average	2,003 (38)	1,476 (28)	478 (9)	2,419 (16)
Totals	5,299	5,308	5,308	15,052



## **Gauteng Salient findings**

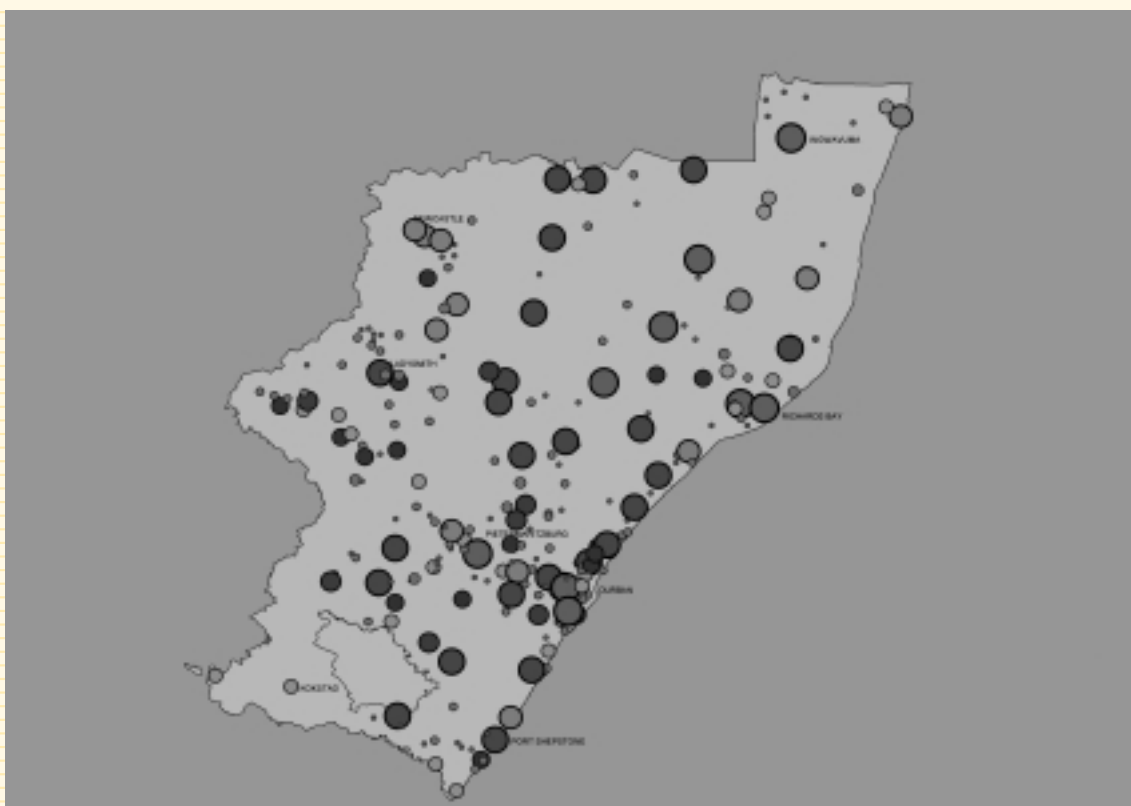
**The following salient points have emerged from the results:**

- There are significantly more home-based ECD sites in Gauteng (60%) when compared to the national average (34%). Slightly more sites (44%) are registered with the Department of Education than the national norm of 38%.
- Nearly all sites are urban (83% formal urban) and 59% have been in operation for more than 5 years (national average is 63%).
- Sites in the Province are generally very well developed: 83% of sites have piped water, flushing toilets and mains electricity. This is much higher than the national result of 53%.
- The financial base of most sites in Gauteng compares favourably with the national trend: 74% of learners pay more than R75 fees per month (the national average is 36%) and 37% of parents contribute to more than 75% of the school fees (national average: 28%).
- The average number of learners per educator (16:1) is the lowest in the country.
- With regard to the educators, the provincial figures conform largely to the national averages. The only exception concerns qualifications where there are more educators with no training (32%) when compared to the national figure (23%).
- The summary indices confirm the general picture that has emerged: ECD facilities in Gauteng are much better resourced as far as basic infrastructure is concerned (38% are rated 'above average' compared to 20% nationally). They also receive more support from their constituencies (28% in the 'above average' category compared to 19% nationally). The general educator profile shows that 17% of educators were rated 'below average' which is higher than the national figure of 12%.

## KwaZulu-Natal

This chapter provides a broad overview of ECD provisioning in KwaZulu-Natal. The following results are presented:

- Site profiles.
- Learner profiles.
- Educator profiles.
- Indices: infrastructure, support, programme and educator.
- Salient findings.



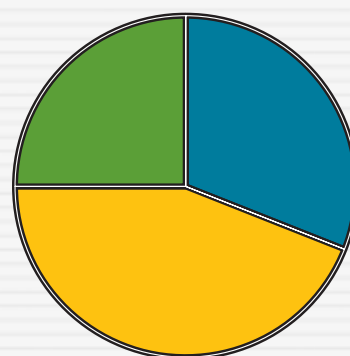
## KwaZulu-Natal Site profiles

### KZNI Number of sites

Total number of sites	5,684
% of study population	24.2

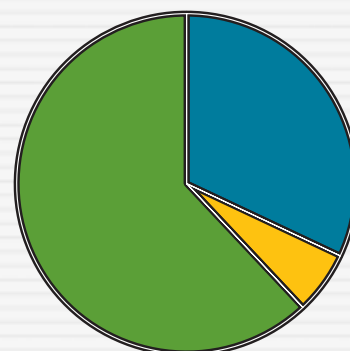
### KZN2 Types of sites<sup>1</sup>

Site type	Frequency
School based	1,460 (31)
Community based	2,031 (44)
Home based	1,140 (25)
Total <sup>2</sup>	4,631



### KZN3 Geographic location of sites

Location	Frequency
Urban (formal) <sup>3</sup>	1,750 (32)
Urban (informal)	333 (6)
Rural	3,456 (62)
Total	5,539



<sup>1</sup> All figures within the brackets in the tables represent column percentages.

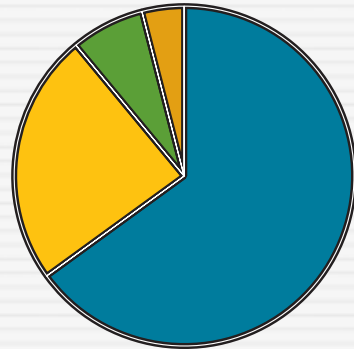
<sup>2</sup> Table totals may differ as some cases are invariably lost when two or more variables are cross-tabulated.

<sup>3</sup> 'Urban formal' ordinary town or city areas with mostly formal dwellings,  
 'Urban informal' ordinary town or city areas with predominantly informal dwellings,  
 'Rural' villages, rural resettlement areas, commercial farms.

## KwaZulu-Natal Site profiles

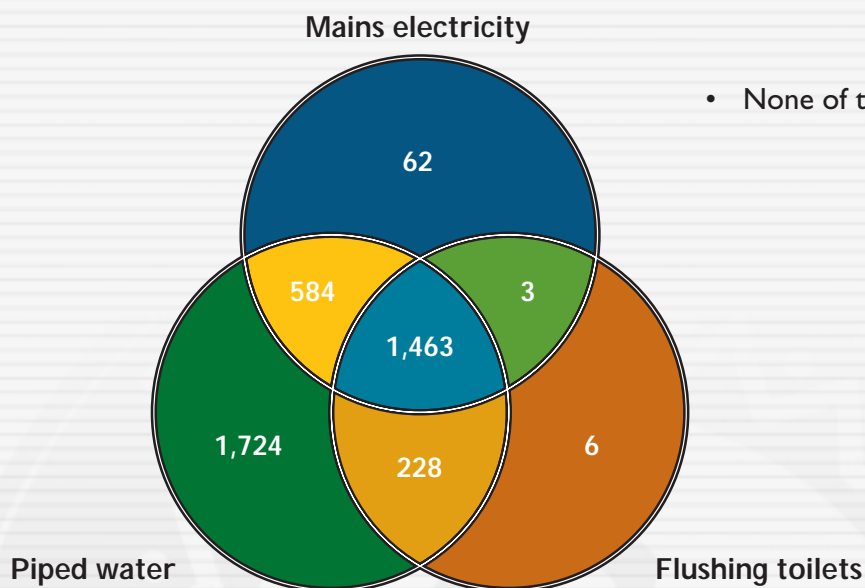
KZN4 Distance to nearest primary school

Kilometres <sup>4</sup>	Frequency
< 1	3,697 (65)
≥ 1 < 3	1,337 (24)
≥ 3 < 5	393 (7)
≥ 5	237 (4)
<b>Total</b>	<b>5,664</b>



KZN5 Availability on site of mains electricity, piped water and flushing toilets

Resources	Frequency
Mains electricity, piped water and flushing toilets	1,463 (31)
Mains electricity and piped water only	584 (13)
Mains electricity and flushing toilets only	3 (0)
Piped water and flushing toilets only	228 (5)
Mains electricity only	62 (1)
Piped water only	1,724 (37)
Flushing toilets only	6 (0)
None of these resources	579 (13)
<b>Total</b>	<b>4,649</b>



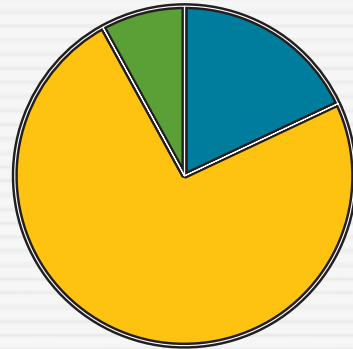
- None of these resources - 579

4      < less than,  
       ≥ greater than or equal to.

## KwaZulu-Natal Site profiles

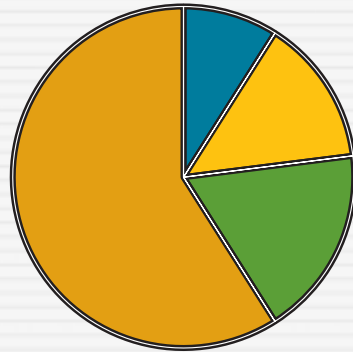
### KZN6 Hours of operation

Hours	Frequency
< 5	851 (18)
≥ 5 < 10	3,393 (74)
≥ 10	355 (8)
<b>Total</b>	<b>4,599</b>



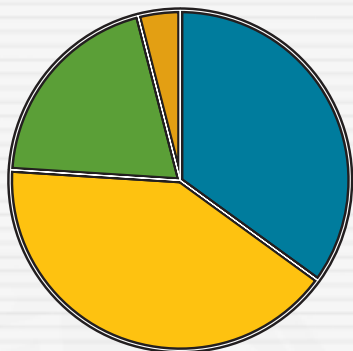
### KZN7 Years providing ECD services

Years	Frequency
< 1	430 (9)
≥ 1 < 3	648 (14)
≥ 3 < 5	820 (18)
≥ 5	2,714 (59)
<b>Total</b>	<b>4,612</b>



### KZN8 Registration

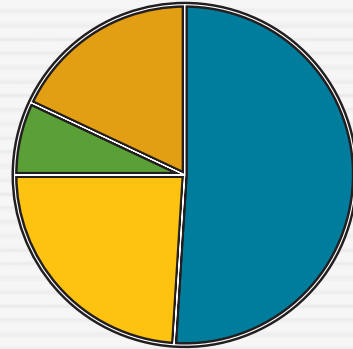
Registered with	Frequency
Department of Education	1,334 (35)
Department of Welfare	1,547 (41)
Local Authority	779 (20)
Other	139 (4)
<b>Total</b>	<b>3,799</b>



## KwaZulu-Natal Site profiles

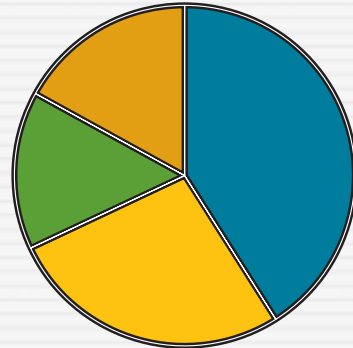
### KZN9 Monthly fee levels<sup>5</sup>

Rands/month	Frequency
< 25	2,486 (51)
≥ 25 < 50	1,190 (24)
≥ 50 < 75	303 (7)
≥ 75	896 (18)
<b>Total</b>	<b>4,869</b>



### KZN10 Fee payment rates

Payment rate	Frequency
0 – 25%	2,255 (41)
26 – 50%	1,479 (27)
51 – 75%	853 (15)
76 – 100%	914 (17)
<b>Total</b>	<b>5,501</b>



### KZN11 Sources of income x site type

Source	School	Community	Home	Total
Fees only	234 (19)	398 (25)	362 (41)	994 (27)
Fundraising	187 (16)	230 (14)	96 (11)	513 (14)
Dept. of Welfare	55 (5)	337 (21)	94 (11)	486 (13)
Dept. of Education	397 (33)	95 (6)	8 (1)	500 (14)
Donations	106 (9)	282 (17)	189 (22)	577 (16)
Dept. of Health	96 (8)	35 (2)	18 (2)	149 (4)
Other <sup>6</sup>	51 (4)	97 (6)	46 (5)	194 (5)
Local Authorities	53 (4)	104 (6)	46 (5)	203 (5)
Private sector grant	23 (2)	43 (3)	18 (2)	84 (2)
<b>Totals<sup>7</sup></b>	<b>1,202</b>	<b>1,621</b>	<b>877</b>	<b>3,700</b>

<sup>5</sup> Fee levels applicable to learners aged three years and over.

<sup>6</sup> 'Other' in this instance refers to a source of income which could not readily be classified, e.g. using the facility for other services, selling vegetables grown on the land surrounding the site etc.

<sup>7</sup> Totals may exceed the number of sites in each category (as per Table KZN2) as some sites have more than one source of income.

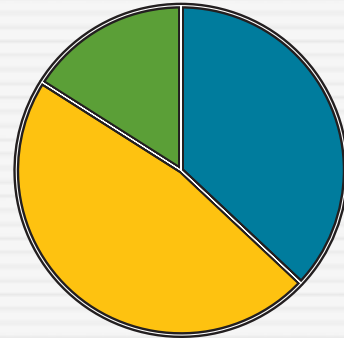
## KwaZulu-Natal Learner profiles

KZNI2 Learners enrolled, learners in attendance<sup>8</sup> and attendance rate

Learners enrolled	Learners in attendance	Attendance rate
213,950	183,017	86%

KZNI3 Learners in attendance x site type

Site type	Frequency
School based	56,164 (37)
Community based	73,054 (47)
Home based	24,256 (16)
<b>Total</b>	<b>153,474</b>

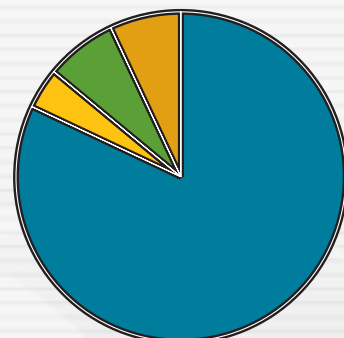


KZNI4 Learners' age x gender

Age (years)	Male	Female	Total
< 3	11,231 (12)	11,287 (12)	22,518 (12)
≥ 3 < 5	24,869 (27)	25,824 (28)	50,693 (27)
≥ 5 < 7	52,301 (59)	53,653 (58)	105,954 (58)
≥ 7	2,127 (2)	1,725 (2)	3,852 (2)
<b>Totals</b>	<b>90,528</b>	<b>92,489</b>	<b>183,017</b>

KZNI5 Learners' population group

Population group	Frequency
African	149,802 (84)
Coloured	3,541 (2)
Indian	12,298 (7)
White	13,398 (7)
<b>Total</b>	<b>179,039</b>



<sup>8</sup> With the exception of Tables 12 and 15 which contain data relating to 'learners enrolled', all other learner tables are derived from 'learners in attendance' data.

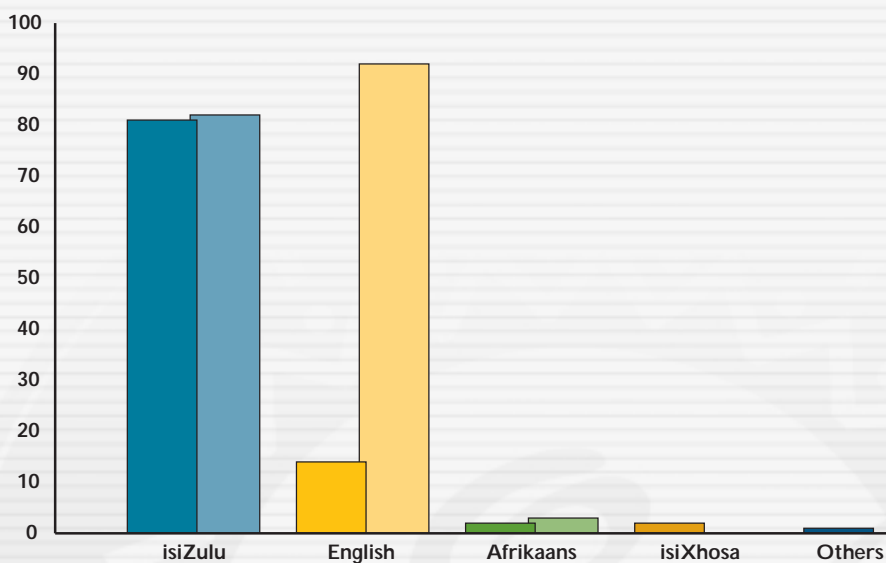
## KwaZulu-Natal Learner profiles

### KZN16 Learners' type of disabilities

Type of Disability	Frequency
Physical (movement) disability	569 (32)
Severe hearing impairment / Deaf	276 (15)
Severe visual impairment / Blind	90 (5)
Mental disability	278 (15)
Cerebral palsied	125 (7)
Severe behavioural disorder	102 (6)
Autistic	40 (2)
Epilepsy	60 (3)
Multiple disability	179 (10)
Other	84 (5)
<b>Total</b>	<b>1,803</b>

### KZN17 Learners' home languages and languages of instruction

Language	Home Languages	Languages of Instruction <sup>9</sup>
isiZulu	171,795 (81)	4,672 (82)
English	29,271 (14)	5,236 (92)
Afrikaans	3,894 (2)	165 (3)
isiXhosa	3,802 (2)	18 (0)
Others	2,039 (1)	25 (0)
<b>Total</b>	<b>210,801</b>	



<sup>9</sup> The total of these percentages exceeds 100% as in many sites more than one language of instruction is used.

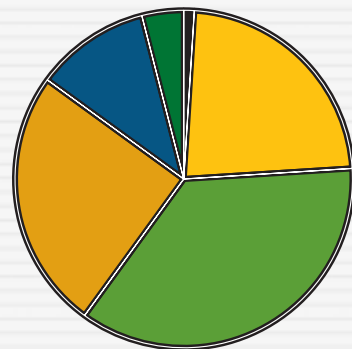
## KwaZulu-Natal Educator profiles

KZN18 Educators, learners and learner/educator ratio

Educators	Learners enrolled	Educator/learner ratio
10,603	213,950	20/1

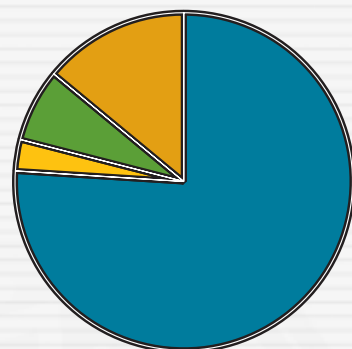
KZN19 Educators' age

Age (years)	Frequency
< 20	73 (1)
≥ 20 < 30	2,326 (23)
≥ 30 < 40	3,724 (36)
≥ 40 < 50	2,513 (25)
≥ 50 < 60	1,159 (11)
≥ 60	431 (4)
<b>Total</b>	<b>10,226</b>



KZN20 Educators' population group

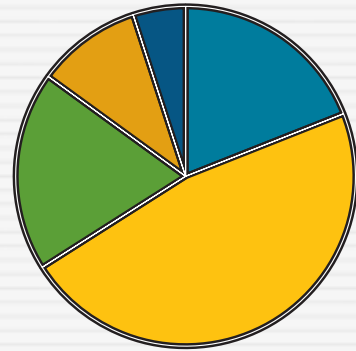
Population Group	Frequency
African	7,968 (76)
Coloured	297 (3)
Indian	674 (7)
White	1,509 (14)
<b>Total</b>	<b>10,448</b>



## KwaZulu-Natal Educator profiles

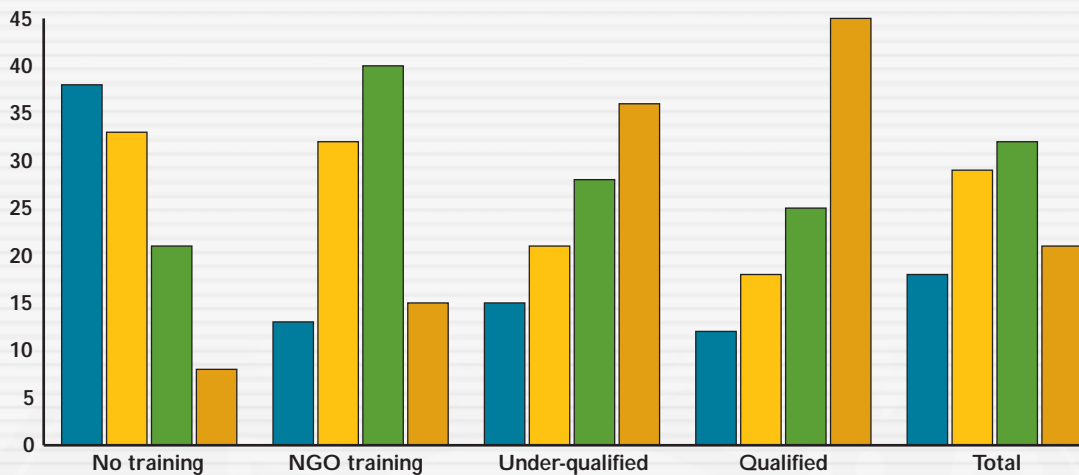
### KZN21 Educators' qualifications<sup>10</sup>

Qualifications	Frequency
No training	1,844 (19)
NGO training	4,539 (47)
Under-qualified	1,788 (19)
Qualified	1,002 (10)
Non-ECD qualification	528 (5)
<b>Total</b>	<b>9,701</b>



### KZN22 Educator qualifications x years of ECD experience

Years	No training	NGO Training	Under-qualified	Qualified	Total
< 2	703 (38)	590 (13)	262 (15)	120 (12)	1,675 (18)
≥ 2 < 5	601 (33)	1,443 (32)	377 (21)	176 (18)	2,597 (29)
≥ 5 < 10	381 (21)	1,803 (40)	503 (28)	254 (25)	2,941 (32)
≥ 10	159 (8)	697 (15)	643 (36)	452 (45)	1,951 (21)
<b>Totals</b>	<b>1,844</b>	<b>4,533</b>	<b>1,785</b>	<b>1,002</b>	<b>9,164</b>



<sup>10</sup> The qualifications clusters detailed are those currently in use by the Department of Education:

'Under Qualified' educators who have received training in technical or teacher training colleges (Matriculation +2 years)

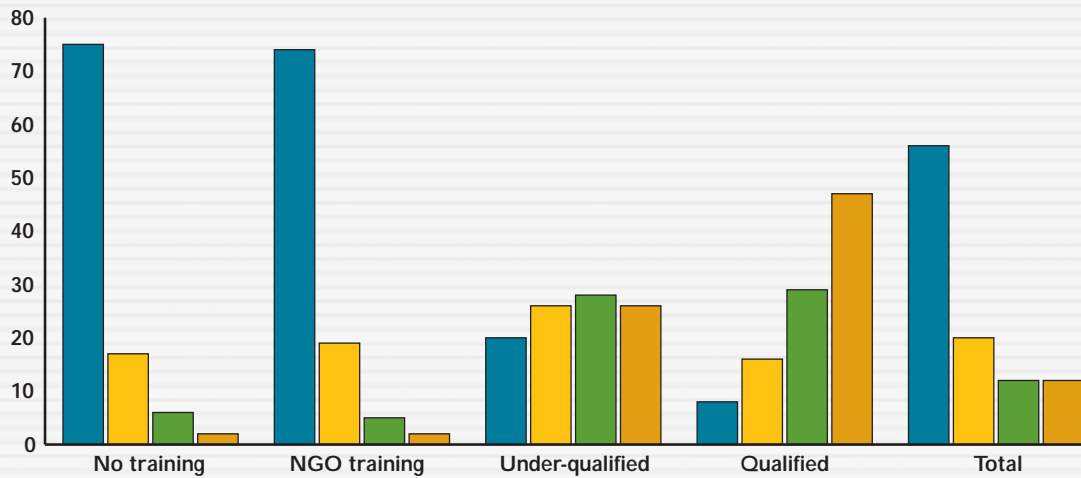
'Qualified' educators who have received university training (Matriculation + 3 years and more)

'Non-ECD qualification' a qualification in an area such as nursing, social work etc.

## KwaZulu-Natal Educator profiles

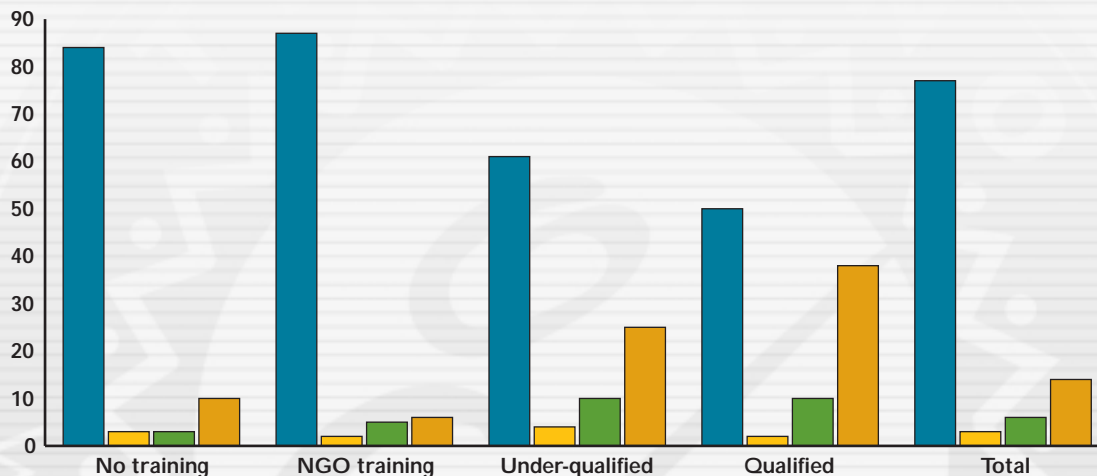
KZN23 Educator qualifications x monthly salary

Rands/month	No training	NGO Training	Under-qualified	Qualified	Total
< 500	1,288 (75)	3,218 (74)	337 (20)	83 (8)	4,926 (56)
≥ 500 < 1,500	299 (17)	841 (19)	444 (26)	150 (16)	1,734 (20)
≥ 1,500 < 3,000	102 (6)	206 (5)	491 (28)	279 (29)	1,078 (12)
≥ 3,000	38 (2)	67 (2)	452 (26)	451 (47)	1,008 (12)
Totals	1,727	4,332	1,724	963	8,746



KZN24 Educator qualifications x population group

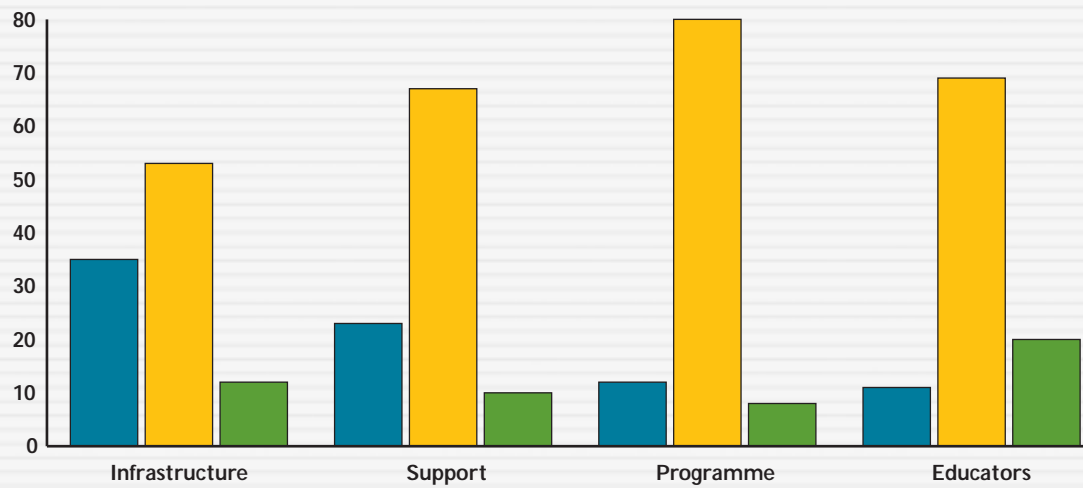
Pop. group	No training	NGO Training	Under-qualified	Qualified	Total
African	1,532 (84)	3,911 (87)	1,084 (61)	491 (50)	7,018 (77)
Coloured	50 (3)	111 (2)	69 (4)	23 (2)	253 (3)
Indian	60 (3)	206 (5)	185 (10)	101 (10)	552 (6)
White	185 (10)	250 (6)	433 (25)	377 (38)	1,245 (14)
Totals	1,827	4,478	1,771	992	9,068



## KwaZulu-Natal Indices

KZN25 Indices

Rating	Infrastructure	Support	Programme	Educators
Below Average	1,979 (35)	1,288 (23)	701 (12)	1,132 (11)
Average	3,031 (53)	3,830 (67)	4,559 (80)	7,370 (69)
Above Average	664 (12)	566 (10)	424 (8)	2,097 (20)
Totals	5,674	5,684	5,684	10,599



## KwaZulu-Natal Salient findings

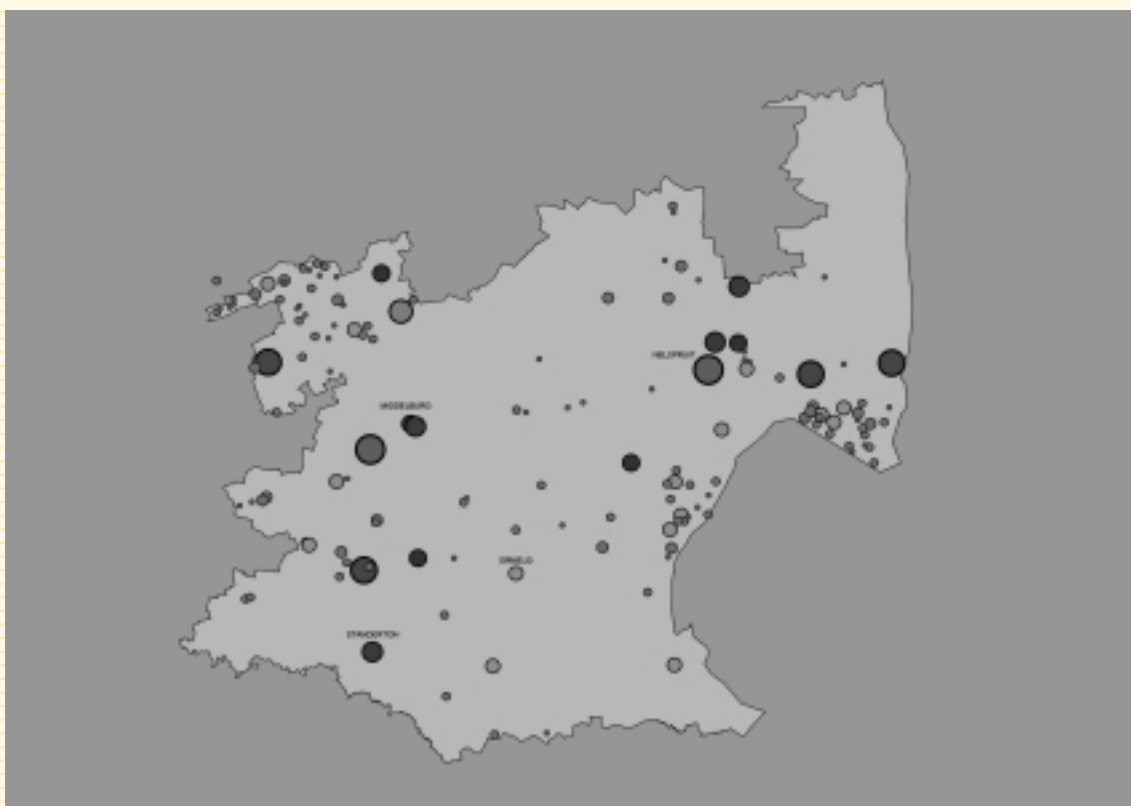
The following salient points have emerged from the results:

- There are significantly more school based sites in KwaZulu-Natal (31%) than the national average (17%). Nearly 60% of sites have been operating for more than 5 years which is just below the national norm of 63%.
- Significantly more sites in the province are based in rural areas (62%) than is the case nationally (40%). This explains why more sites are further than 3 km away from the nearest primary school: (11%) compared with the national figures (8%).
- Sites in KZN are less developed in terms of basic infrastructure than the national average. Only 32% of sites have piped water, flushing toilets and mains electricity. This does not compare well with the national figure of 53%.
- The financial base of most sites in the province is weak with nearly half of the learners paying less than R25 fees per month and 41% of parents contributing to less than 25% of the school fees.
- The ratio of learners to educators at 23:1, is significantly higher than the national average of 19:1.
- As far as the educators are concerned, most of the profiles (age, qualification and teaching experience) are very similar to the national profiles. The only significant deviation concerns monthly salary where 56% receive less than R500 per month compared to the national figure of 44%).
- The summary indices confirm the general picture that has emerged: ECD facilities in the KwaZulu-Natal are much less well resourced (35% are rated 'below average' compared to 18% nationally). They also receive less support from their constituencies (23% in the 'below average' category compared to 12% nationally). The findings concerning the nature of the educational activities being conducted in these facilities, as well as the general educator index, are inline with national averages. In summary: the province has a weak resource base, with a 'below average' educator rating.

## Mpumalanga

This chapter provides a broad overview of ECD provisioning in Mpumalanga. The following results are presented:

- Site profiles.
- Learner profiles.
- Educator profiles.
- Indices: infrastructure, support, programme and educator.
- Salient findings.



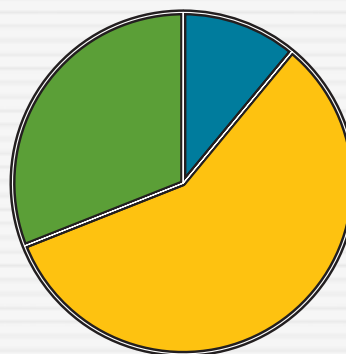
## Mpumalanga Site profiles

M1 Number of sites

Total number of sites	1,367
% of study population	5.8

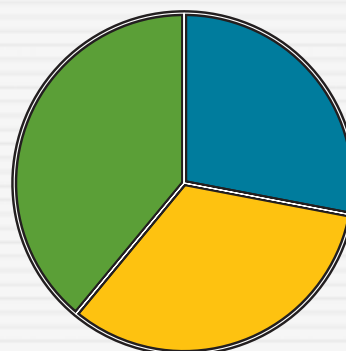
M2 Types of sites<sup>1</sup>

Site type	Frequency
School based	147 (11)
B Community based	772 (58)
Home based	409 (31)
Total <sup>2</sup>	1,328



M3 Geographic location of sites

Location	Frequency
Urban (formal) <sup>3</sup>	367 (28)
Urban (informal)	444 (33)
Rural	517 (39)
Total	1,328



1 All figures within the brackets in the tables represent column percentages.

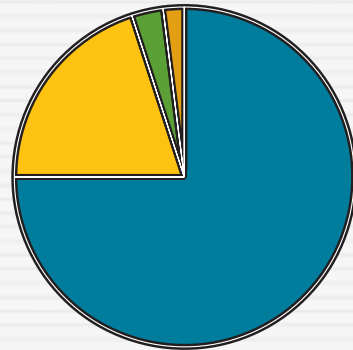
2 Table totals may differ as some cases are invariably lost when two or more variables are cross-tabulated.

3 'Urban formal' ordinary town or city areas with mostly formal dwellings,  
 'Urban informal' ordinary town or city areas with predominantly informal dwellings,  
 'Rural' villages, rural resettlement areas, commercial farms.

## Mpumalanga Site profiles

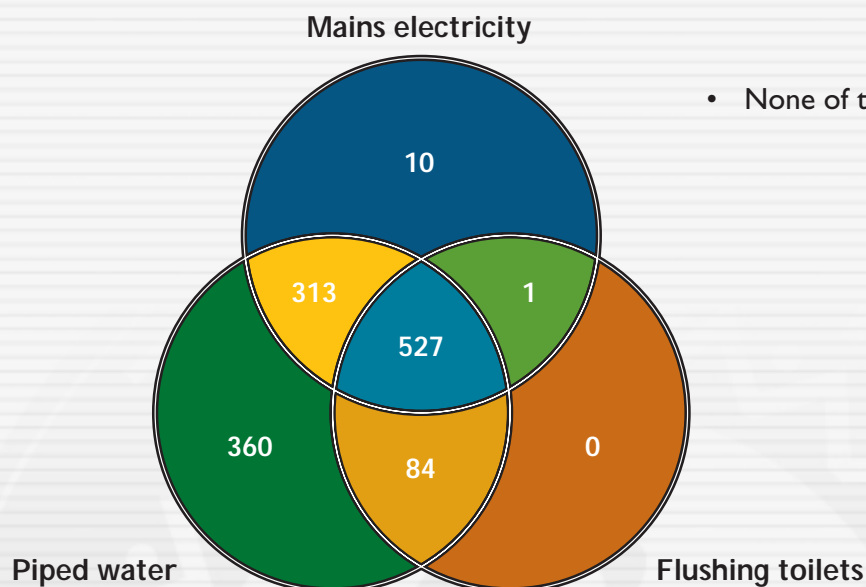
### M4 Distance to nearest primary school

Kilometres <sup>4</sup>	Frequency
< 1	1,024 (75)
≥ 1 < 3	266 (20)
≥ 3 < 5	46 (3)
≥ 5	31 (2)
<b>Total</b>	<b>1,367</b>



### M5 Availability on site of mains electricity, piped water and flushing toilets

Resources	Frequency
Mains electricity, piped water and flushing toilets	527 (39)
Mains electricity and piped water only	313 (23)
Mains electricity and flushing toilets only	1 (0)
Piped water and flushing toilets only	84 (6)
Mains electricity only	10 (1)
Piped water only	360 (27)
Flushing toilets only	0 (0)
None of these resources	47 (4)
<b>Total</b>	<b>1,342</b>



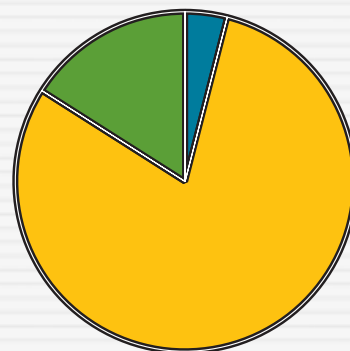
- None of these resources - 47

<sup>4</sup> < less than,  
 ≥ greater than or equal to.

## Mpumalanga Site profiles

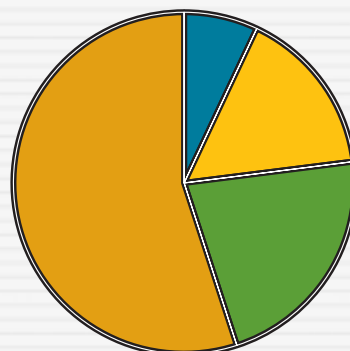
### M6 Hours of operation

Hours	Frequency
< 5	50 (4)
≥ 5 < 10	1,073 (80)
≥ 10	211 (16)
<b>Total</b>	<b>1,334</b>



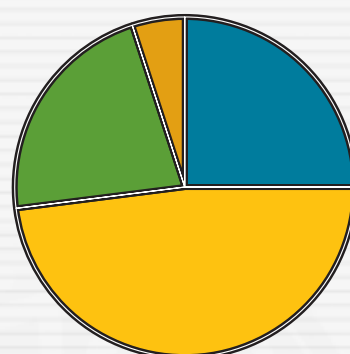
### M7 Years providing ECD services

Years	Frequency
< 1	94 (7)
≥ 1 < 3	211 (16)
≥ 3 < 5	299 (22)
≥ 5	744 (55)
<b>Total</b>	<b>1,348</b>



### M8 Registration

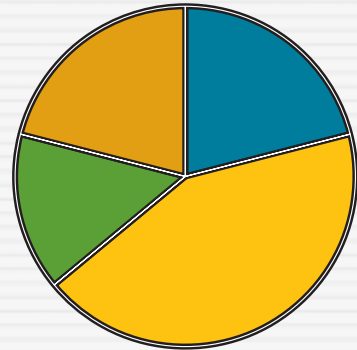
Registered with	Frequency
Department of Education	164 (25)
Department of Welfare	316 (48)
Local Authority	145 (22)
Other	37 (5)
<b>Total</b>	<b>662</b>



## Mpumalanga Site profiles

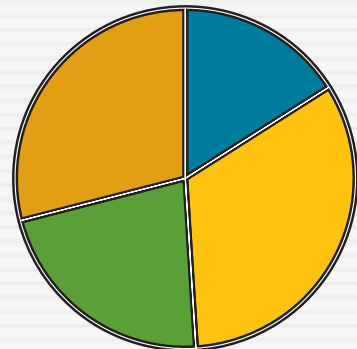
### M9 Monthly fee levels<sup>5</sup>

Rands/month	Frequency
< 25	259 (21)
≥ 25 < 50	541 (43)
≥ 50 < 75	191 (15)
≥ 75	271 (21)
<b>Total</b>	<b>1,262</b>



### M10 Fee payment rates

Payment rate	Frequency
0 – 25%	215 (16)
26 – 50%	448 (33)
51 – 75%	302 (22)
76 – 100%	387 (29)
<b>Total</b>	<b>1,352</b>



### M11 Sources of income x site type

Source	School	Community	Home	Total
Fees only	53 (43)	297 (49)	199 (71)	549 (54)
Fundraising	14 (11)	97 (16)	30 (11)	141 (14)
Dept. of Welfare	4 (3)	71 (12)	6 (2)	81 (8)
Dept. of Education	21 (17)	21 (3)	1 (0)	43 (4)
Donations	7 (6)	28 (5)	17 (6)	52 (5)
Dept. of Health	0 (0)	4 (1)	2 (1)	6 (1)
Other <sup>6</sup>	22 (18)	62 (10)	19 (7)	103 (10)
Local Authorities	2 (1)	15 (2)	2 (1)	19 (2)
Private sector grant	1 (1)	11 (2)	3 (1)	15 (2)
<b>Totals<sup>7</sup></b>	<b>124</b>	<b>606</b>	<b>279</b>	<b>1,009</b>

<sup>5</sup> Fee levels applicable to learners aged three years and over.

<sup>6</sup> 'Other' in this instance refers to a source of income which could not readily be classified, e.g. using the facility for other services, selling vegetables grown on the land surrounding the site etc.

<sup>7</sup> Totals may exceed the number of sites in each category (as per Table M2) as some sites have more than one source of income.

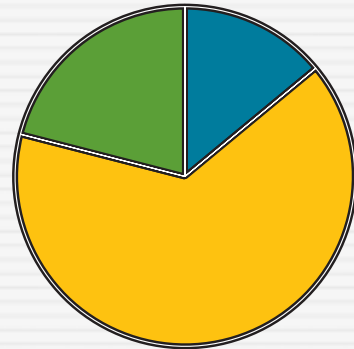
## Mpumalanga Learner profiles

M12 Learners enrolled, learners in attendance<sup>8</sup> and attendance rate

Learners enrolled	Learners in attendance	Attendance rate
52,626	47,303	90%

M13 Learners in attendance x site type

Site type	Frequency
School based	6,670 (14)
Community based	29,786 (65)
Home based	9,702 (21)
<b>Total</b>	<b>46,158</b>

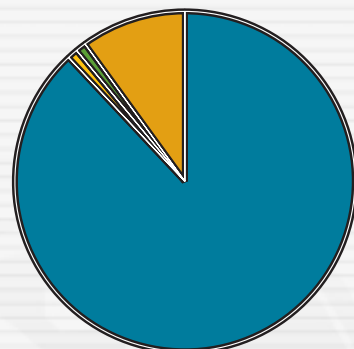


M14 Learners' age x gender

Age (years)	Male	Female	Total
< 3	2,958 (13)	3,032 (13)	5,990 (13)
≥ 3 < 5	7,121 (30)	7,347 (31)	14,468 (30)
≥ 5 < 7	12,629 (54)	12,928 (54)	25,557 (54)
≥ 7	689 (3)	599 (2)	1,288 (3)
<b>Totals</b>	<b>23,397</b>	<b>23,906</b>	<b>47,303</b>

M15 Learners' population group

Population group	Frequency
African	40,645 (88)
Coloured	338 (1)
Indian	460 (1)
White	4,898 (10)
<b>Total</b>	<b>46,341</b>



<sup>8</sup> With the exception of Tables 12 and 15 which contain data relating to 'learners enrolled', all other learner tables are derived from 'learners in attendance' data.

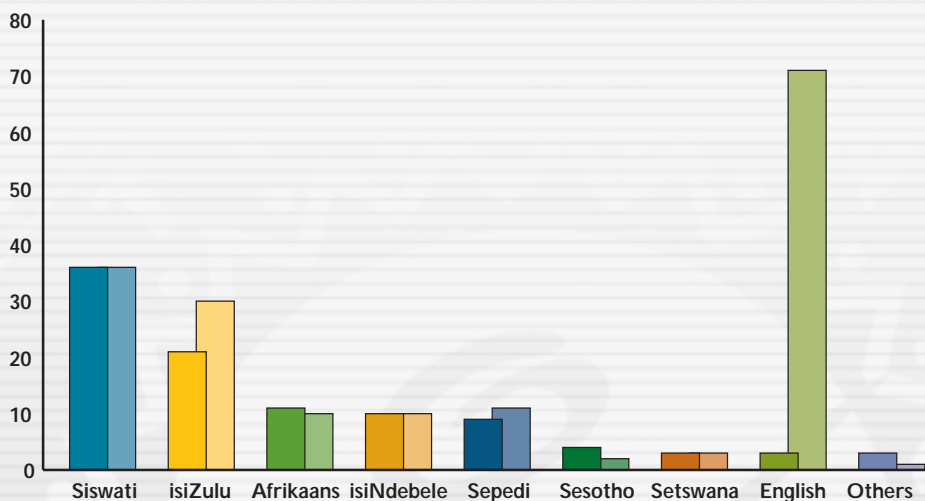
## Mpumalanga Learner profiles

### M16 Learners' type of disabilities

Type of disability	Frequency
Physical (movement) disability	85 (29)
Severe hearing impairment / Deaf	33 (11)
Severe visual impairment / Blind	22 (8)
Mental disability	67 (23)
Cerebral palsied	13 (4)
Severe behavioural disorder	25 (9)
Autistic	7 (2)
Epilepsy	16 (5)
Multiple disability	4 (1)
Other	22 (8)
<b>Total</b>	<b>294</b>

### M17 Learners' home languages and languages of instruction

Language	Home languages	Languages of instruction <sup>9</sup>
SiSwati	18,799 (36)	500 (36)
isiZulu	11,016 (21)	416 (30)
Afrikaans	5,559 (11)	136 (10)
isiNdebele	5,480 (10)	138 (10)
Sepedi	4,539 (9)	151 (11)
Sesotho	1,990 (4)	27 (2)
Setswana	1,641 (3)	40 (3)
English	1,433 (3)	974 (71)
Others	1,714 (3)	14 (1)
<b>Total</b>	<b>52,171</b>	



<sup>9</sup> The total of these percentages exceeds 100% as in many sites more than one language of instruction is used.

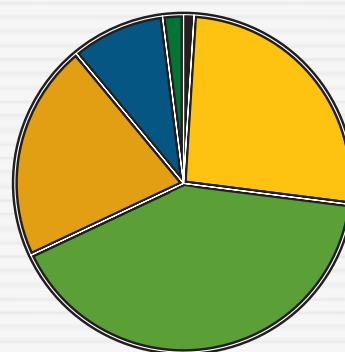
## Mpumalanga Educator profiles

M18 Educators, learners and learner/educator ratio

Educators	Learners enrolled	Educator/learner ratio
2,658	52,626	20/1

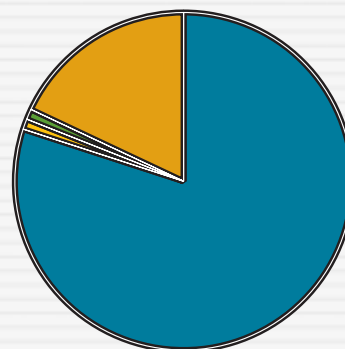
M19 Educators' age

Age (years)	Frequency
< 20	18 (1)
≥ 20 < 30	673 (26)
≥ 30 < 40	1,041 (41)
≥ 40 < 50	549 (21)
≥ 50 < 60	222 (9)
≥ 60	63 (2)
<b>Total</b>	<b>2,566</b>



M20 Educators' population group

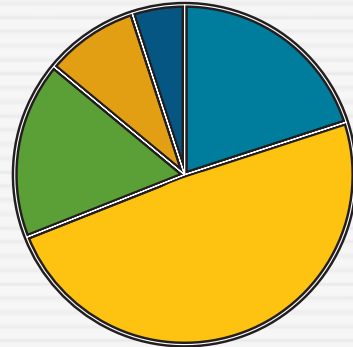
Population Group	Frequency
African	2,129 (80)
Coloured	20 (1)
Indian	17 (1)
White	472 (18)
<b>Total</b>	<b>2,638</b>



## Mpumalanga Educator profiles

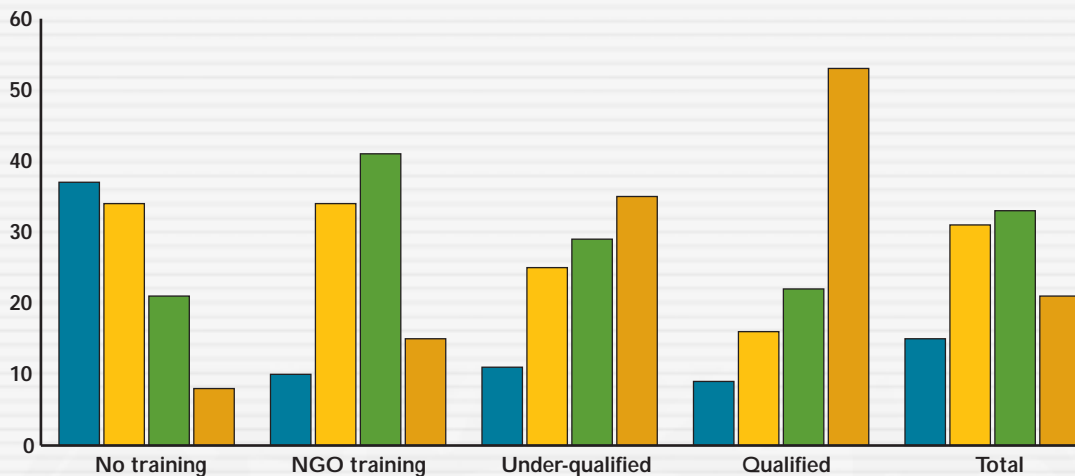
### M21 Educators' qualifications<sup>10</sup>

Qualifications	Frequency
No training	442 (20)
NGO training	1,107 (49)
Under-qualified	392 (17)
Qualified	215 (9)
Non-ECD qualification	109 (5)
<b>Total</b>	<b>2,265</b>



### M22 Educator qualifications x years of ECD experience

Years	No training	NGO Training	Under-qualified	Qualified	Total
< 2	164 (37)	104 (10)	45 (11)	19 (9)	332 (15)
≥ 2 < 5	152 (34)	380 (34)	96 (25)	35 (16)	663 (31)
≥ 5 < 10	91 (21)	454 (41)	113 (29)	47 (22)	705 (33)
≥ 10	35 (8)	169 (15)	138 (35)	114 (53)	456 (21)
<b>Totals</b>	<b>442</b>	<b>1,107</b>	<b>392</b>	<b>215</b>	<b>2,156</b>



<sup>10</sup> The qualifications clusters detailed are those currently in use by the Department of Education:

'Under Qualified' educators who have received training in technical or teacher training colleges (Matriculation +2 years)

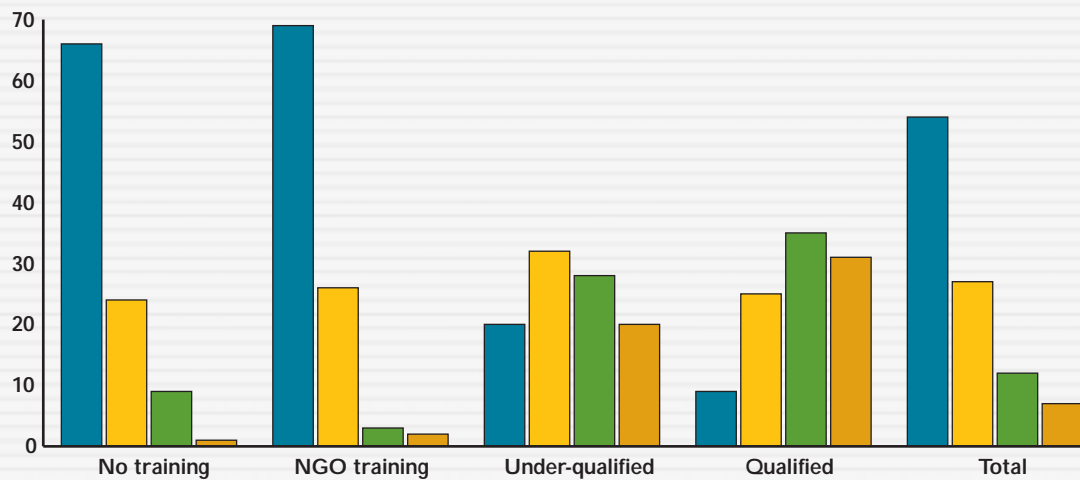
'Qualified' educators who have received university training (Matriculation + 3 years and more)

'Non-ECD qualification' a qualification in an area such as nursing, social work etc.

## Mpumalanga Educator profiles

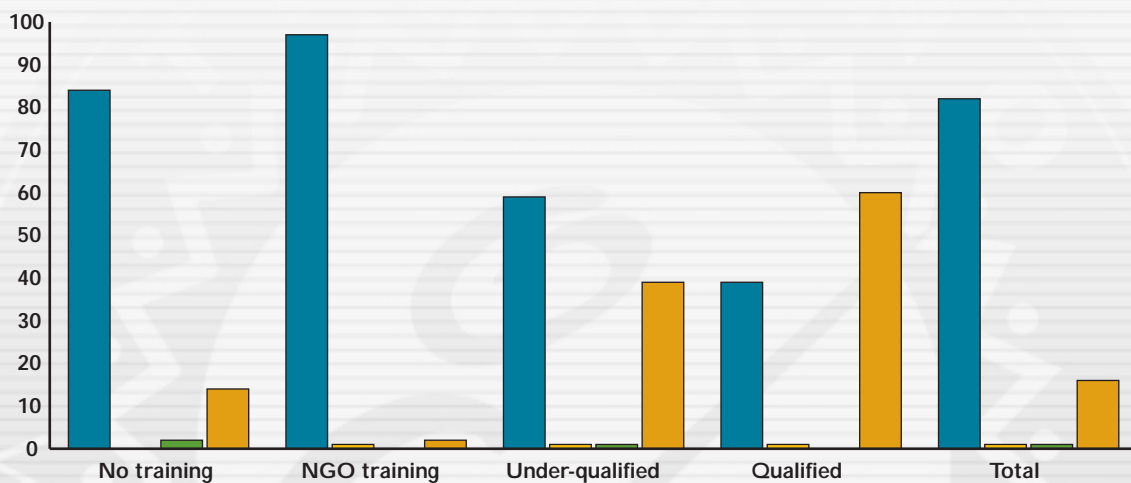
M23 Educator qualifications x monthly salary

Rands/month	No training	NGO Training	Under-qualified	Qualified	Total
< 500	278 (66)	736 (69)	75 (20)	19 (9)	1,108 (54)
≥ 500 < 1,500	100 (24)	281 (26)	120 (32)	51 (25)	552 (27)
≥ 1,500 < 13,000	37 (9)	33 (3)	104 (28)	71 (35)	245 (12)
≥ 3,000	5 (1)	16 (2)	73 (20)	62 (31)	156 (7)
<b>Totals</b>	<b>420</b>	<b>1,066</b>	<b>372</b>	<b>203</b>	<b>2,061</b>



M24 Educator qualifications x population group

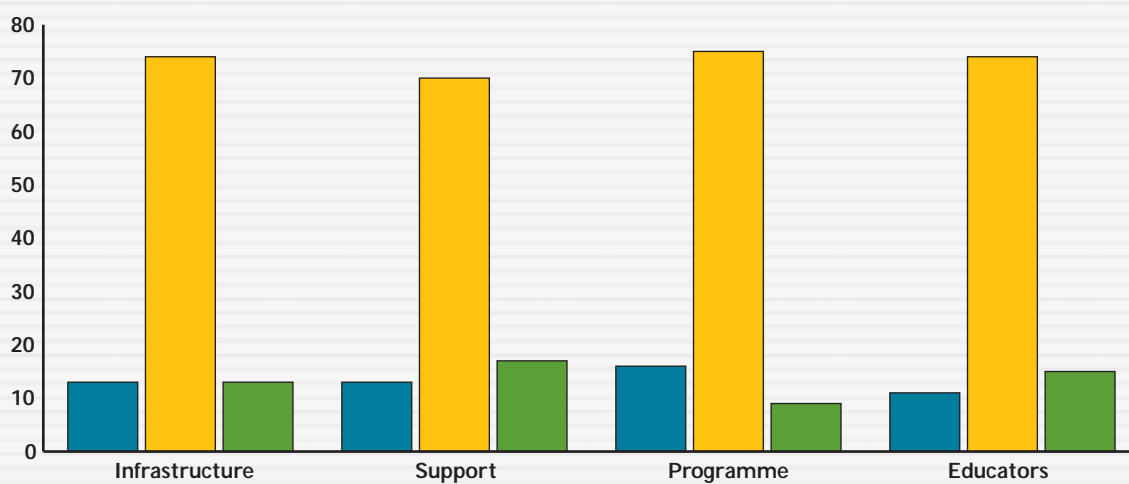
Pop. group	No training	NGO Training	Under-qualified	Qualified	Total
African	368 (84)	1,069 (97)	229 (59)	83 (39)	1,749 (82)
Coloured	2 (0)	8 (1)	5 (1)	2 (1)	17 (1)
Indian	8 (2)	3 (0)	3 (1)	1 (0)	15 (1)
White	62 (14)	22 (2)	150 (39)	127 (60)	361 (16)
<b>Totals</b>	<b>440</b>	<b>1,102</b>	<b>387</b>	<b>213</b>	<b>2,142</b>



## Mpumalanga Indices

M25 Indices

Rating	Infrastructure	Support	Programme	Educators
Below Average	177 (13)	183 (13)	227 (16)	308 (11)
Average	1,006 (74)	959 (70)	1,021 (75)	1,961 (74)
Above Average	183 (13)	225 (17)	119 (9)	389 (15)
Totals	1,366	1,367	1,367	2,658



## **Mpumalanga Salient findings**

**The following salient points have emerged from the results:**

- As far as the distribution across the type of site is concerned (school, home or community based), the picture in the Province looks very much like that at the national level. There are slightly less sites registered with the Department of Education (25%) than the national average (38%), but conversely more registered with a Local Authority (22% compared to 12%). Just over half of the sites (55%) have been operating for more than 5 years which is less than the national figure of 63%.
- The geographical distribution of sites in the province is very similar to the national distribution; this is also true when one looks at the distance between sites and the nearest primary school.
- Sites in Mpumalanga are less well-resourced in terms of basic infrastructure than the national average. Only 39% of sites have piped water, flushing toilets and mains electricity. This compares unfavourably with the national percentage of 53%.
- The financial situation of most sites in the province is similar to sites nationally.
- The ratio of learners to educators (20:1) also corresponds with the national average of 19:1.
- As far as the educators are concerned, the age distribution shows a slightly 'younger' profile when compared with the national profile: 32% of the educators are older than 40 compared to the national proportion of 39%. With regard to qualifications and teaching experience, educators in the Province conform to national profiles. However, they are getting slightly less well paid than their colleagues nationally with 54% receiving less than R500 per month compared to the national score of 44%.
- The summary indices confirm the general picture that has emerged: ECD facilities in Mpumalanga are very similar to the national profiles on all four indices. However, they do rate slightly less favourably on infrastructure (13% in the 'above average' category compared to 20% nationally) and they all receive slightly less support (17% compared to a national figure of 19%).

## Northern Cape

This chapter provides a broad overview of ECD provisioning in the Northern Cape. The following results are presented:

- Site profiles.
- Learner profiles.
- Educator profiles.
- Indices: infrastructure, support, programme and educator.
- Salient findings.



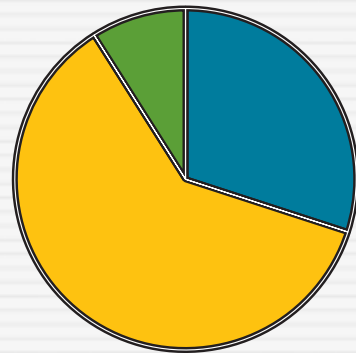
## Northern Cape Site profiles

NC1 Number of sites

Total number of sites	422
% of study population	1.8

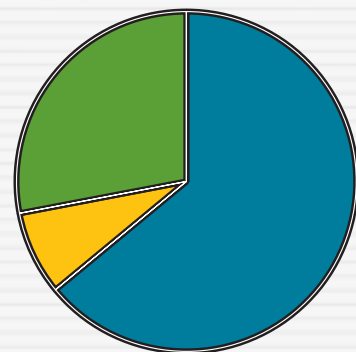
NC2 Types of sites<sup>1</sup>

Site type	Frequency
School based	121 (30)
Community based	250 (61)
Home based	37 (9)
Total <sup>2</sup>	408



NC3 Geographic location of sites

Location	Frequency
Urban (formal) <sup>3</sup>	252 (64)
Urban (informal)	30 (8)
Rural	112 (28)
Total	394



<sup>1</sup> All figures within the brackets in the tables represent column percentages.

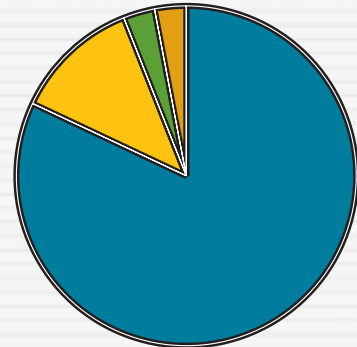
<sup>2</sup> Table totals may differ as some cases are invariably lost when two or more variables are cross-tabulated.

<sup>3</sup> 'Urban formal' ordinary town or city areas with mostly formal dwellings,  
 'Urban informal' ordinary town or city areas with predominantly informal dwellings,  
 'Rural' villages, rural resettlement areas, commercial farms.

## Northern Cape Site profiles

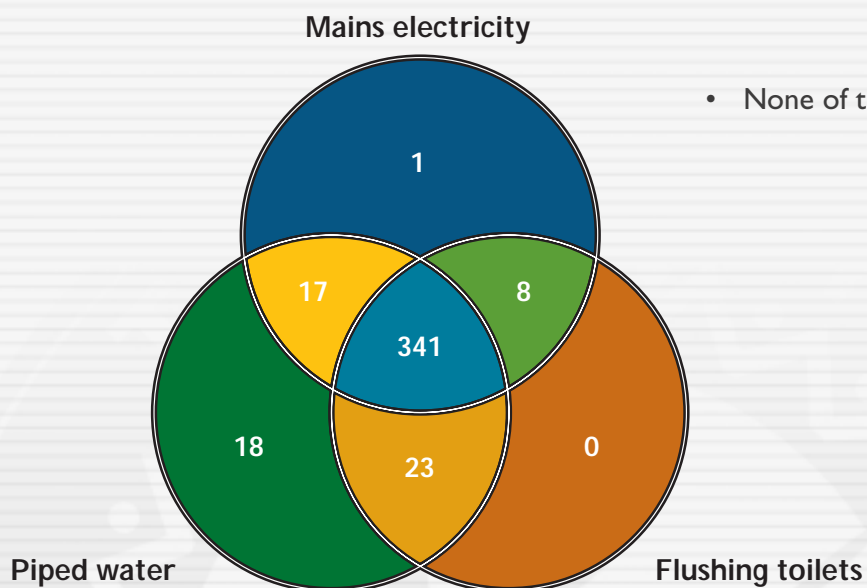
NC4 Distance to nearest primary school

Kilometres <sup>4</sup>	Frequency
< 1	344 (82)
≥ 1 < 3	52 (12)
≥ 3 < 5	12 (3)
≥ 5	11 (3)
<b>Total</b>	<b>419</b>



NC5 Availability on site of mains electricity, piped water and flushing toilets

Resources	Frequency
Mains electricity, piped water and flushing toilets	341 (83)
Mains electricity and piped water only	17 (4)
Mains electricity and flushing toilets only	8 (2)
Piped water and flushing toilets only	23 (6)
Mains electricity only	1 (0)
Piped water only	18 (4)
Flushing toilets only	0 (0)
None of these resources	5 (1)
<b>Total</b>	<b>413</b>



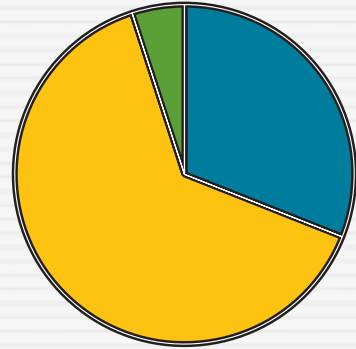
- None of these resources - 5

<sup>4</sup> < less than,  
≥ greater than or equal to.

## Northern Cape Site profiles

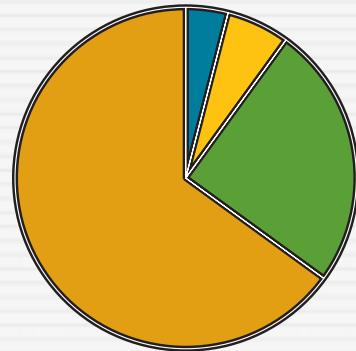
### NC6 Hours of operation

Hours	Frequency
< 5	118 (31)
≥ 5 < 10	249 (64)
≥ 10	21 (5)
<b>Total</b>	<b>388</b>



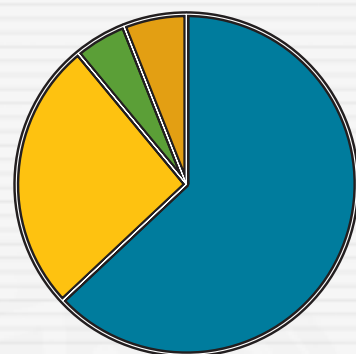
### NC7 Years providing ECD services

Years	Frequency
< 1	18 (4)
≥ 1 < 3	24 (6)
≥ 3 < 5	101 (25)
≥ 5	270 (65)
<b>Total</b>	<b>413</b>



### NC8 Registration

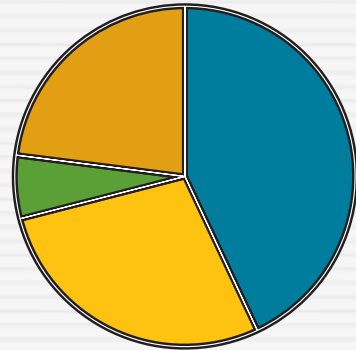
Registered with	Frequency
Department of Education	226 (63)
Department of Welfare	94 (26)
Local Authority	17 (5)
Other	23 (6)
<b>Total</b>	<b>360</b>



## Northern Cape Site profiles

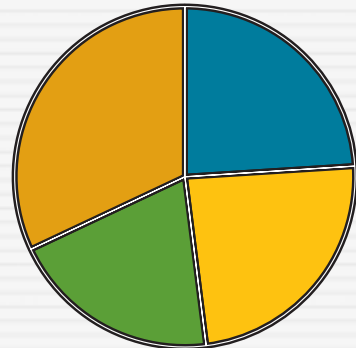
### NC9 Monthly fee levels<sup>5</sup>

Rands/month	Frequency
< 25	168 (43)
≥ 25 < 50	111 (28)
≥ 50 < 75	25 (6)
≥ 75	92 (23)
<b>Total</b>	<b>396</b>



### NC10 Fee payment rates

Payment rate	Frequency
0 – 25%	98 (24)
26 – 50%	97 (24)
51 – 75%	83 (20)
76 – 100%	129 (32)
<b>Total</b>	<b>407</b>



### NC11 Sources of income x site type

Source	School	Community	Home	Total
Fees only	3 (3)	9 (4)	6 (19)	404 (5)
Fundraising	47 (42)	98 (38)	9 (28)	154 (38)
Dept. of Welfare	1 (1)	58 (22)	2 (6)	61 (15)
Dept. of Education	42 (37)	49 (19)	4 (12)	95 (24)
Donations	6 (5)	15 (6)	5 (16)	26 (6)
Dept. of Health	4 (4)	1 (0)	1 (3)	6 (1)
Other <sup>6</sup>	7 (6)	22 (8)	4 (12)	33 (8)
Local Authorities	1 (1)	5 (2)	0 (0)	6 (2)
Private sector grant	1 (1)	3 (1)	1 (3)	5 (1)
<b>Totals<sup>7</sup></b>	<b>112</b>	<b>260</b>	<b>32</b>	<b>404</b>

<sup>5</sup> Fee levels applicable to learners aged three years and over.

<sup>6</sup> 'Other' in this instance refers to a source of income which could not readily be classified, e.g. using the facility for other services, selling vegetables grown on the land surrounding the site etc.

<sup>7</sup> Totals may exceed the number of sites in each category (as per Table NC2) as some sites have more than one source of income.

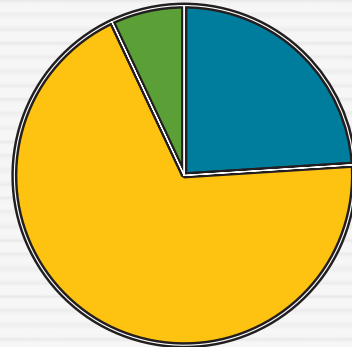
## Northern Cape Learner profiles

NCI2      Learners enrolled, learners in attendance<sup>8</sup> and attendance rate

Learners enrolled	Learners in attendance	Attendance rate
20,278	16,815	83%

NCI3      Learners in attendance x site type

Site type	Frequency
School based	3,954 (24)
Community based	11,431 (69)
Home based	1,205 (7)
<b>Total</b>	<b>16,590</b>

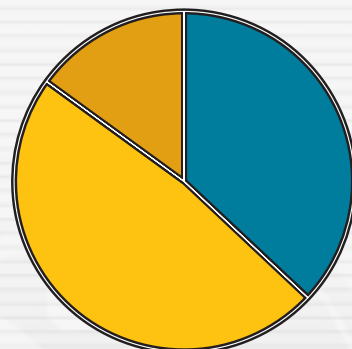


NCI4      Learners' age x gender

Age (years)	Male	Female	Total
< 3	587 (7)	603 (7)	1,190 (7)
≥ 3 < 5	2,795 (33)	2,637 (32)	5,432 (32)
≥ 5 < 7	5,094 (59)	4,894 (60)	9,988 (60)
≥ 7	107 (1)	98 (1)	205 (1)
<b>Totals</b>	<b>8,583</b>	<b>8,232</b>	<b>16,815</b>

NCI5      Learners' population group

Population group	Frequency
African	5,711 (37)
Coloured	7,312 (48)
Indian	61 (0)
White	2,292 (15)
<b>Total</b>	<b>15,376</b>



<sup>8</sup> With the exception of Tables 12 and 15 which contain data relating to 'learners enrolled', all other learner tables are derived from 'learners in attendance' data.

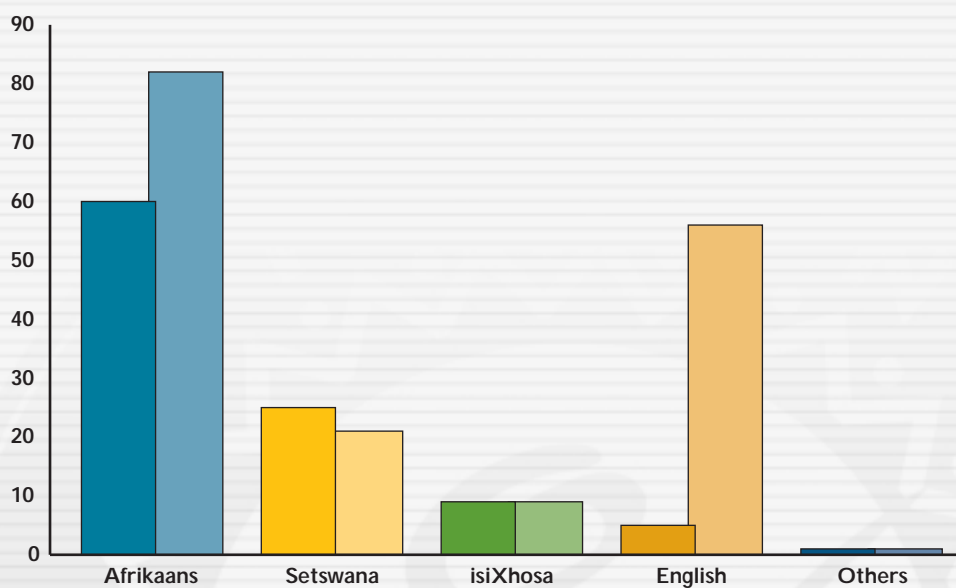
## Northern Cape Learner profiles

### NC16 Learners' type of disabilities

Type of disability	Frequency
Physical (movement) disability	62 (32)
Severe hearing impairment / Deaf	9 (4)
Severe visual impairment / Blind	9 (4)
Mental disability	17 (9)
Cerebral palsied	19 (10)
Severe behavioural disorder	9 (5)
Autistic	3 (2)
Epilepsy	8 (4)
Multiple disability	35 (18)
Other	24 (12)
<b>Total</b>	<b>195</b>

### NC17 Learners' home languages and languages of instruction

Language	Home languages	Languages of instruction <sup>9</sup>
Afrikaans	11,561 (60)	345 (82)
Setswana	4,815 (25)	87 (21)
isiXhosa	1,764 (9)	38 (9)
English	895 (5)	234 (56)
Others	219 (1)	6 (1)
<b>Total</b>	<b>19,254</b>	



<sup>9</sup> The total of these percentages exceeds 100% as in many sites more than one language of instruction is used.

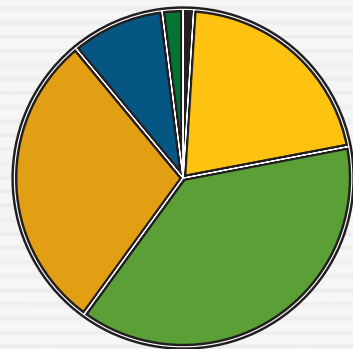
## Northern Cape Educator profiles

NCI8 Educators, learners and learner/educator ratio

Educators	Learners enrolled	Educator/learner ratio
844	20,278	24/1

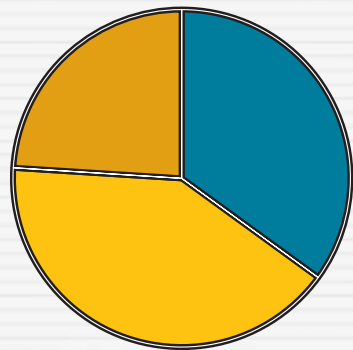
NCI9 Educators' age

Age (years)	Frequency
< 20	8 (1)
≥ 20 < 30	175 (21)
≥ 30 < 40	307 (38)
≥ 40 < 50	238 (29)
≥ 50 < 60	77 (9)
≥ 60	16 (2)
<b>Total</b>	<b>821</b>



NC20 Educators' population group

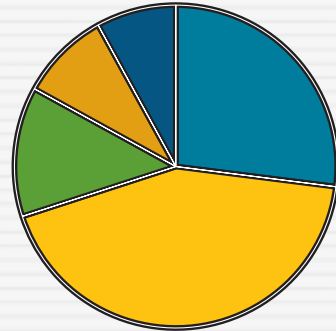
Population Group	Frequency
African	291 (35)
Coloured	336 (41)
Indian	2 (0)
White	200 (24)
<b>Total</b>	<b>829</b>



## Northern Cape Educator profiles

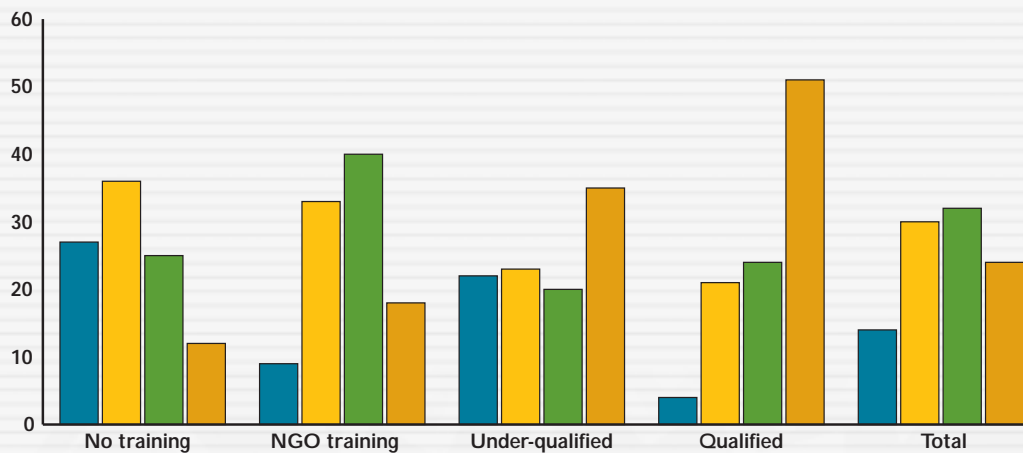
### NC21 Educators' qualifications<sup>10</sup>

Qualifications	Frequency
No training	124 (19)
NGO training	325 (48)
Under-qualified	109 (16)
Qualified	71 (11)
Non-ECD qualification	40 (6)
<b>Total</b>	<b>669</b>



### NC22 Educator qualifications x years of ECD experience

Years	No training	NGO Training	Under-qualified	Qualified	Total
< 2	34 (27)	30 (9)	24 (22)	3 (4)	91 (14)
≥ 2 < 5	44 (36)	106 (33)	25 (23)	15 (21)	190 (30)
≥ 5 < 10	31 (25)	129 (40)	22 (20)	17 (24)	199 (32)
≥ 10	15 (12)	60 (18)	38 (35)	36 (51)	149 (24)
<b>Totals</b>	<b>124</b>	<b>325</b>	<b>109</b>	<b>71</b>	<b>629</b>



<sup>10</sup> The qualifications clusters detailed are those currently in use by the Department of Education:

'Under Qualified' educators who have received training in technical or teacher training colleges (Matriculation +2 years)

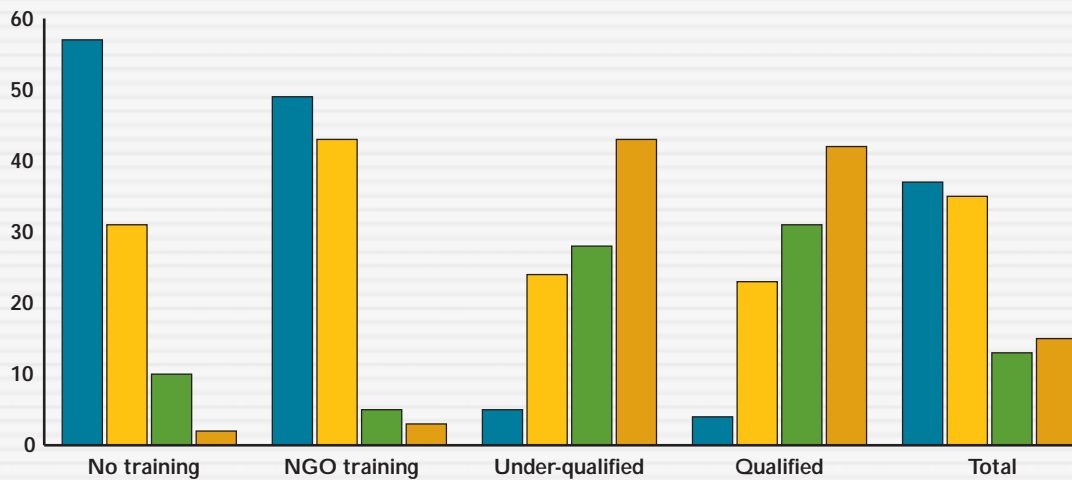
'Qualified' educators who have received university training (Matriculation + 3 years and more)

'Non-ECD qualification' a qualification in an area such as nursing, social work etc.

## Northern Cape Educator profiles

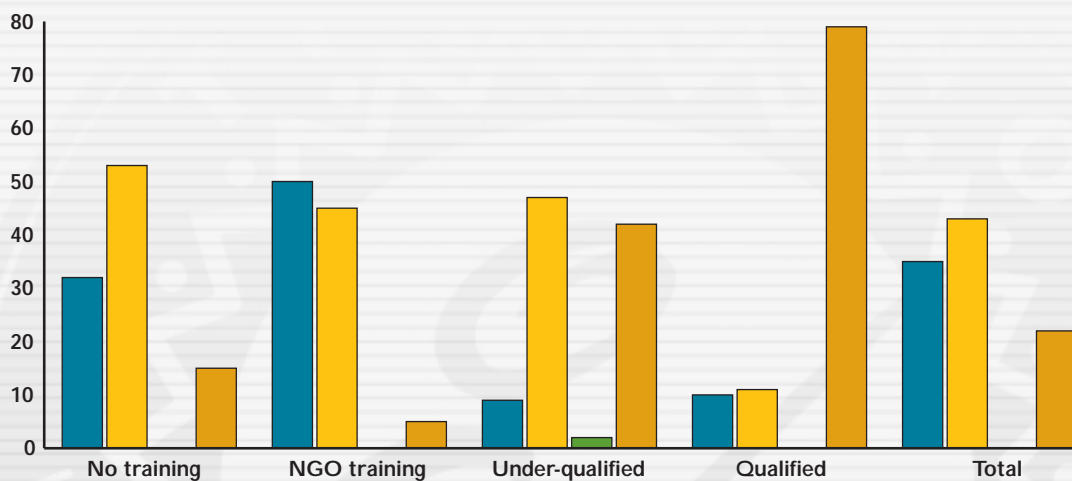
NC23 Educator qualifications x monthly salary

Years	No training	NGO Training	Under-qualified	Qualified	Total
< 500	65 (57)	144 (49)	5 (5)	3 (4)	217 (37)
≥ 500 < 1,500	35 (31)	126 (43)	25 (24)	16 (23)	202 (35)
≥ 1,500 < 13,000	11 (10)	15 (5)	30 (28)	22 (31)	78 (13)
≥ 3,000	2 (2)	8 (3)	46 (43)	30 (42)	86 (15)
<b>Totals</b>	<b>113</b>	<b>293</b>	<b>106</b>	<b>71</b>	<b>583</b>



NC24 Educator qualifications x population group

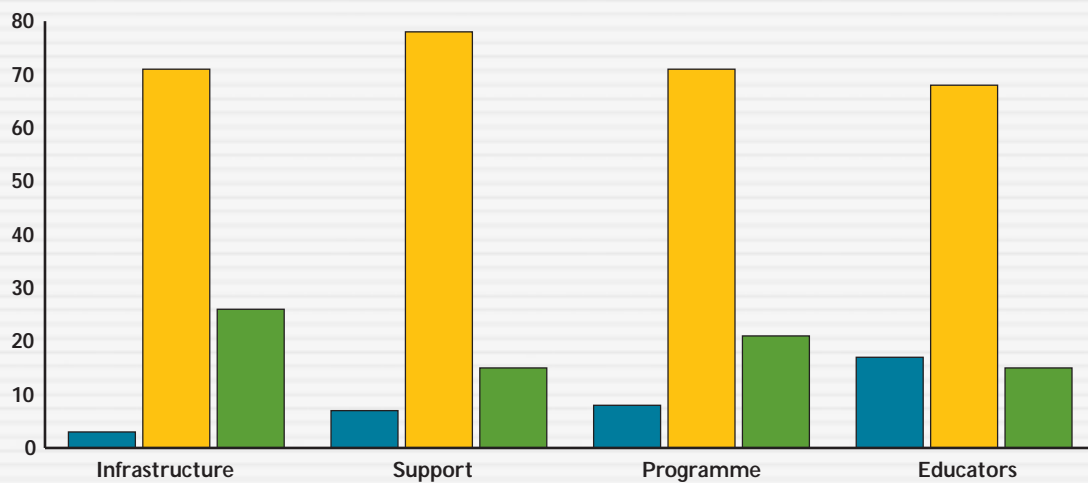
Pop. group	No training	NGO Training	Under-qualified	Qualified	Total
African	40 (32)	162 (50)	10 (9)	7 (10)	219 (35)
Coloured	65 (53)	146 (45)	51 (47)	8 (11)	270 (43)
Indian	0 (0)	0 (0)	2 (2)	0 (0)	2 (0)
White	19 (15)	17 (5)	46 (42)	56 (79)	138 (22)
<b>Totals</b>	<b>124</b>	<b>325</b>	<b>109</b>	<b>71</b>	<b>629</b>



## Northern Cape Indices

NC25 Indices

Rating	Infrastructure	Support	Programme	Educators
Below Average	12 (3)	31 (7)	33 (8)	146 (17)
Average	298 (71)	328 (78)	300 (71)	575 (68)
Above Average	107 (26)	63 (15)	89 (21)	123 (15)
<b>Totals</b>	<b>417</b>	<b>422</b>	<b>422</b>	<b>844</b>



## Northern Cape Salient findings

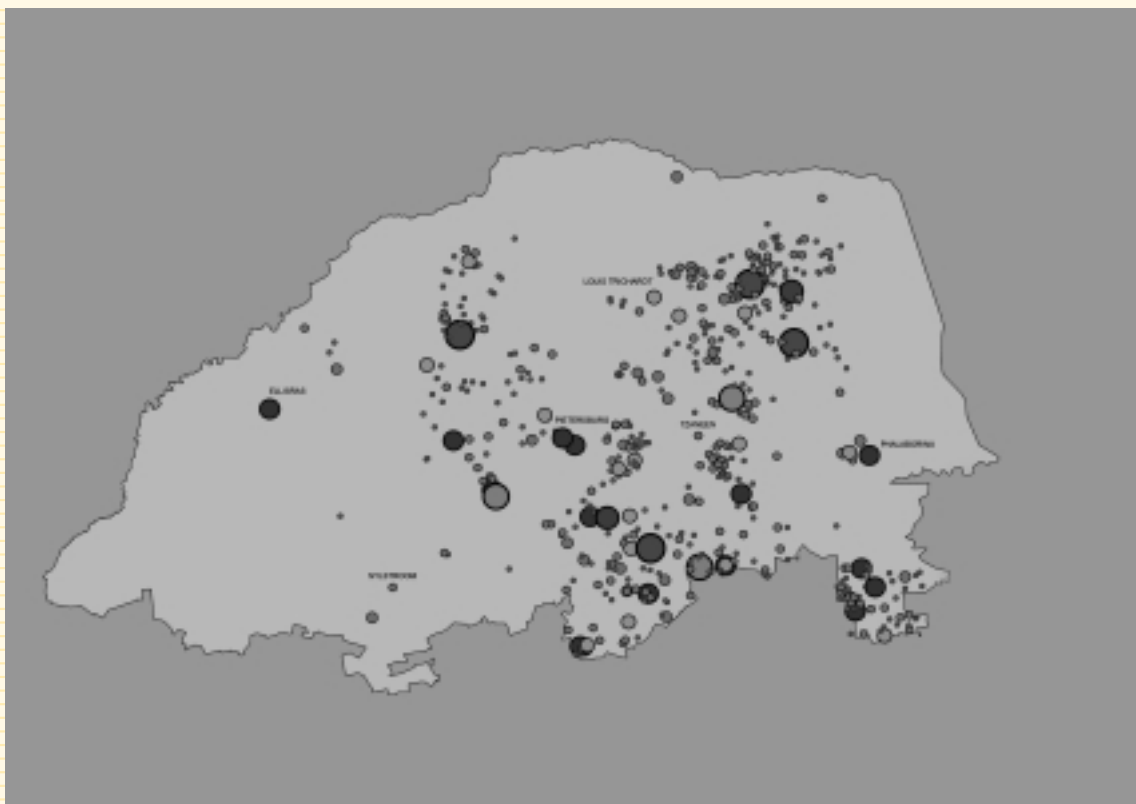
**The following salient points have emerged from the results:**

- Although there is a higher than average number of community based ECD sites in the Northern Cape (61%) when compared to the national average (49%), the Province also has the largest percentage of sites registered with the Department of Education (63%). The proportion of sites that have been in operation for more than 5 years (65%) is nearly identical to the national figure (64%).
- The majority of sites are situated in urban areas or towns (64%) which is significantly higher than is the case nationally (40%). This correlates with the fact that 82% of sites are less than 1 km away from the nearest primary school.
- Sites in the Northern Cape compare very favourably with sites nationally in terms of basic infrastructure: 83% of sites have piped water, flushing toilets and mains electricity (the national figure is 53%).
- The financial base of most sites in the Province is not particularly strong with learners at nearly two out of every five sites paying less than R25 per month and 24% of parents contributing to less than 25% of the school fees.
- The number of learners per educator (24:1) is significantly higher than the national average of 19:1.
- As far as the educators are concerned, the general profile in terms of age, teaching experience, qualification and monthly salary is very similar to the national profiles.
- With respect to the infrastructure index, the province rates better than the national norm in that only 3% of its sites are in the 'below average' category as opposed to 18% of the national cohort. The summary indices show that the province conforms, at least as far as the support, programme and educator indices are concerned, to the national pattern.

## Northern Province

This chapter provides a broad overview of ECD provisioning in the Northern Province. The following results are presented:

- Site profiles.
- Learner profiles.
- Educator profiles.
- Indices: infrastructure, support, programme and educator.
- Salient findings.



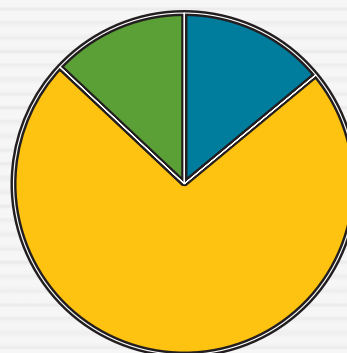
## Northern Province Site profiles

NP1 Number of sites

Total number of sites	1,987
% of study population	8.5

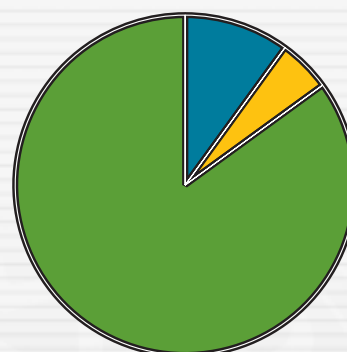
NP2 Types of sites<sup>1</sup>

Site type	Frequency
School based	279 (14)
Community based	1,400 (73)
Home based	252 (13)
Total <sup>2</sup>	1,931



NP3 Geographic location of sites

Location	Frequency
Urban (formal) <sup>3</sup>	200 (10)
Urban (informal)	92 (5)
Rural	1,638 (85)
Total	1,930



1 All figures within the brackets in the tables represent column percentages.

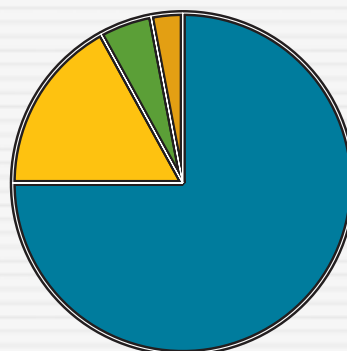
2 Table totals may differ as some cases are invariably lost when two or more variables are cross-tabulated.

3 'Urban formal' ordinary town or city areas with mostly formal dwellings,  
 'Urban informal' ordinary town or city areas with predominantly informal dwellings,  
 'Rural' villages, rural resettlement areas, commercial farms.

## Northern Province Site profiles

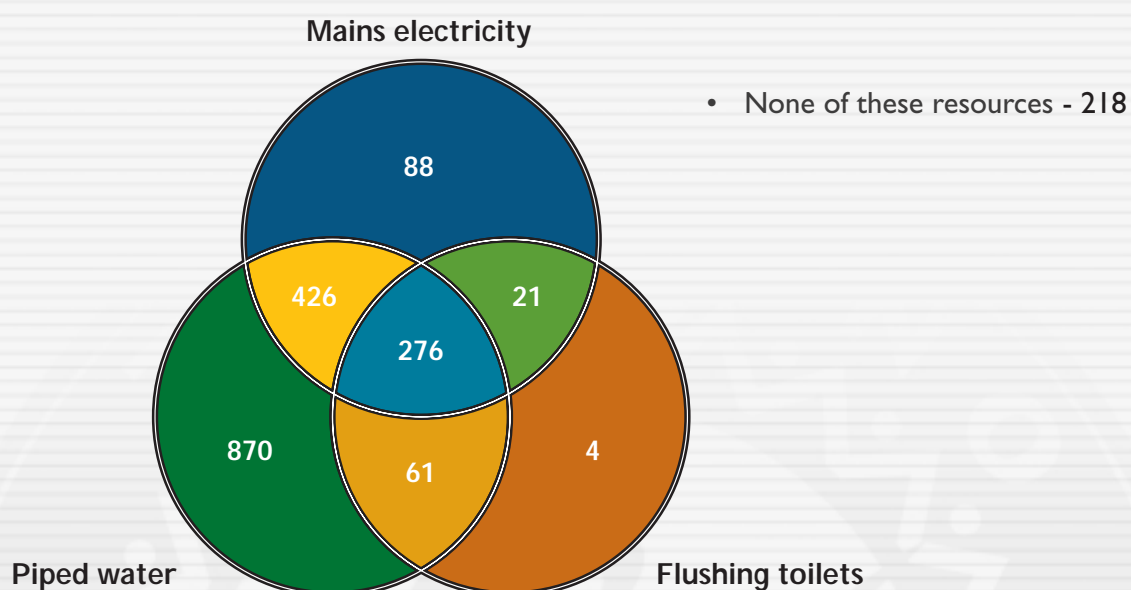
NP4 Distance to nearest primary school

Kilometres <sup>4</sup>	Frequency
< 1	1,496 (75)
≥ 1 < 3	336 (17)
≥ 3 < 5	92 (5)
≥ 5	58 (3)
<b>Total</b>	<b>1,982</b>



NP5 Availability on site of mains electricity, piped water and flushing toilets

Resources	Frequency
Mains electricity, piped water and flushing toilets	276 (14)
Mains electricity and piped water only	426 (22)
Mains electricity and flushing toilets only	21 (1)
Piped water and flushing toilets only	61 (3)
Mains electricity only	88 (5)
Piped water only	870 (44)
Flushing toilets only	4 (0)
None of these resources	218 (11)
<b>Total</b>	<b>1,964</b>

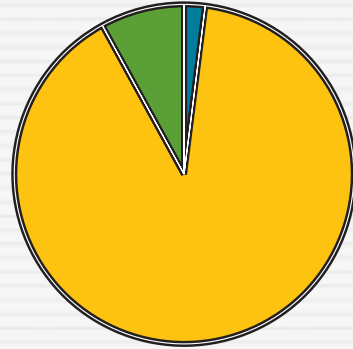


<sup>4</sup> < less than,  
≥ greater than or equal to.

## Northern Province Site profiles

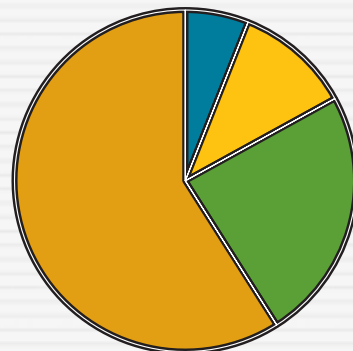
### NP6 Hours of operation

Hours	Frequency
< 5	31 (2)
≥ 5 < 10	1,739 (90)
≥ 10	165 (8)
<b>Total</b>	<b>1,935</b>



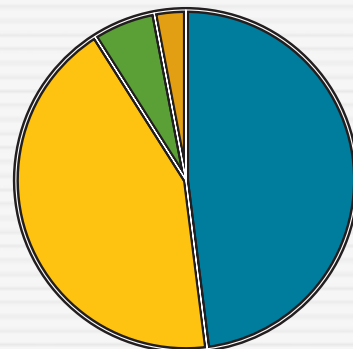
### NP7 Years providing ECD services

Years	Frequency
< 1	110 (6)
≥ 1 < 3	221 (11)
≥ 3 < 5	463 (24)
≥ 5	1,155 (59)
<b>Total</b>	<b>1,949</b>



### NP8 Registration

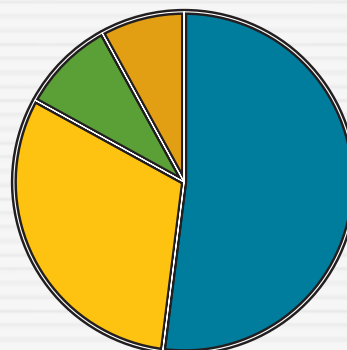
Registered with	Frequency
Department of Education	704 (48)
Department of Welfare	628 (43)
Local Authority	90 (6)
Other	52 (3)
<b>Total</b>	<b>1,474</b>



## Northern Province Site profiles

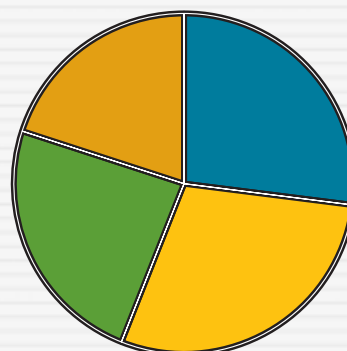
### NP9 Monthly fee levels<sup>5</sup>

Rands/month	Frequency
< 25	981 (52)
≥ 25 < 50	586 (31)
≥ 50 < 75	162 (9)
≥ 75	158 (8)
<b>Total</b>	<b>1,887</b>



### NP10 Fee payment rates

Payment rate	Frequency
0 – 25%	521 (27)
26 – 50%	550 (29)
51 – 75%	450 (24)
76 – 100%	381 (20)
<b>Total</b>	<b>1,902</b>



### NP11 Sources of income x site type

Source	School	Community	Home	Total
Fees only	89 (38)	447 (37)	123 (54)	659 (40)
Fundraising	10 (4)	70 (6)	17 (7)	97 (6)
Dept. of Welfare	21 (9)	304 (26)	34 (15)	359 (22)
Dept. of Education	67 (29)	107 (9)	2 (1)	176 (11)
Donations	11 (5)	77 (6)	18 (8)	106 (6)
Dept. of Health	7 (3)	36 (3)	2 (1)	45 (3)
Other <sup>6</sup>	6 (3)	36 (3)	6 (3)	48 (3)
Local Authorities	16 (7)	82 (7)	13 (6)	111 (6)
Private sector grant	5 (2)	35 (3)	11 (5)	51 (3)
<b>Totals<sup>7</sup></b>	<b>232</b>	<b>1,194</b>	<b>226</b>	<b>1,652</b>

<sup>5</sup> Fee levels applicable to learners aged three years and over.

<sup>6</sup> 'Other' in this instance refers to a source of income which could not readily be classified, e.g. using the facility for other services, selling vegetables grown on the land surrounding the site etc.

<sup>7</sup> Totals may exceed the number of sites in each category (as per Table NP2) as some sites have more than one source of income.

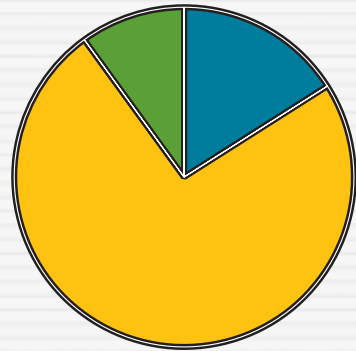
## Northern Province Learner profiles

NP12 Learners enrolled, learners in attendance<sup>8</sup> and attendance rate

Learners enrolled	Learners in attendance	Attendance rate
82,582	73,796	89%

NP13 Learners in attendance x site type

Site type	Frequency
School based	11,445 (16)
Community based	53,934 (74)
Home based	7,057 (10)
<b>Total</b>	<b>72,436</b>

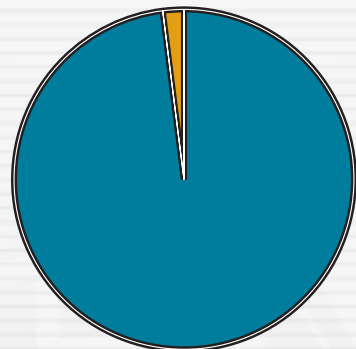


NP14 Learners' age x gender

Age (years)	Male	Female	Total
< 3	5,318 (16)	5,778 (15)	11,096 (15)
≥ 3 < 5	12,973 (36)	14,328 (38)	27,301 (37)
≥ 5 < 7	16,960 (47)	17,419 (46)	34,379 (47)
≥ 7	523 (1)	497 (1)	1,020 (1)
<b>Totals</b>	<b>35,774</b>	<b>38,022</b>	<b>73,796</b>

NP15 Learners' population group

Population group	Frequency
African	71,220 (99)
Coloured	225 (0)
Indian	44 (0)
White	636 (1)
<b>Total</b>	<b>72,125</b>



<sup>8</sup> With the exception of Tables 12 and 15 which contain data relating to 'learners enrolled', all other learner tables are derived from 'learners in attendance' data.

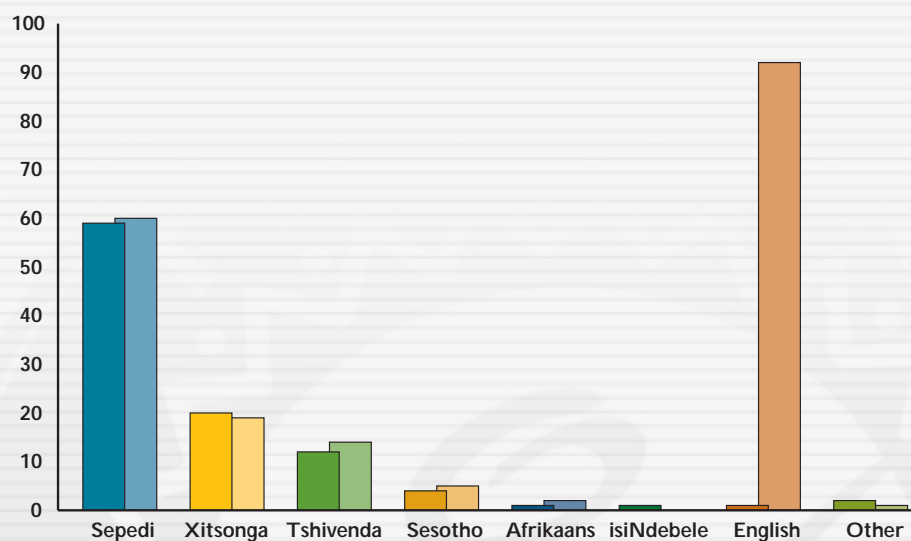
## Northern Province Learner profiles

### NPI6 Learners' type of disabilities

Type of disability	Frequency
Physical (movement) disability	169 (15)
Severe hearing impairment / Deaf	124 (11)
Severe visual impairment / Blind	234 (20)
Mental disability	353 (30)
Cerebral palsied	50 (4)
Severe behavioural disorder	51 (4)
Autistic	17 (2)
Epilepsy	49 (4)
Multiple disability	64 (6)
Other	52 (4)
<b>Total</b>	<b>1,163</b>

### NPI7 Learners' home languages and languages of instruction

Language	Home languages	Languages of instruction <sup>9</sup>
Sepedi	47,285 (59)	1,194 (60)
Xitsonga	15,736 (20)	383 (19)
Tshivenda	9,906 (12)	284 (14)
Sesotho	3,141 (4)	99 (5)
Afrikaans	897 (1)	44 (2)
isiNdebele	725 (1)	6 (0)
English	647 (1)	1,835 (92)
Others	1,500 (2)	26 (1)
<b>Total</b>	<b>79,837</b>	



<sup>9</sup> The total of these percentages exceeds 100% as in many sites more than one language of instruction is used.

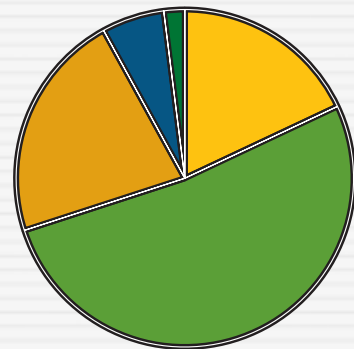
## Northern Province Educator profiles

NP18 Educators, learners and learner/educator ratio

Educators	Learners enrolled	Educator/learner ratio
3,615	82,582	23/1

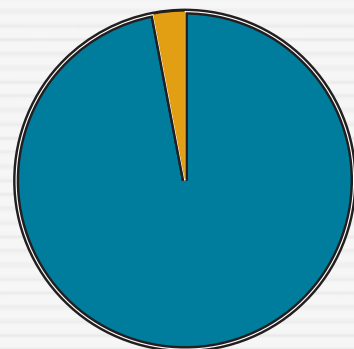
NP19 Educators' age

Age (years)	Frequency
< 20	7 (0)
≥ 20 < 30	627 (18)
≥ 30 < 40	1,812 (52)
≥ 40 < 50	785 (22)
≥ 50 < 60	218 (6)
≥ 60	60 (2)
<b>Total</b>	<b>3,509</b>



NP20 Educators' population group

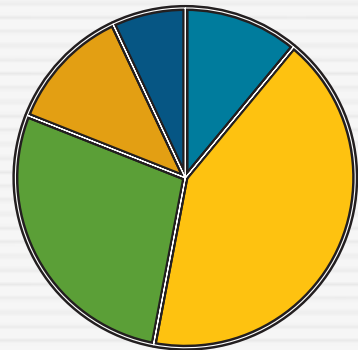
Population Group	Frequency
African	3,435 (97)
Coloured	6 (0)
Indian	0 (0)
White	88 (0)
<b>Total</b>	<b>3,529</b>



## Northern Province Educator profiles

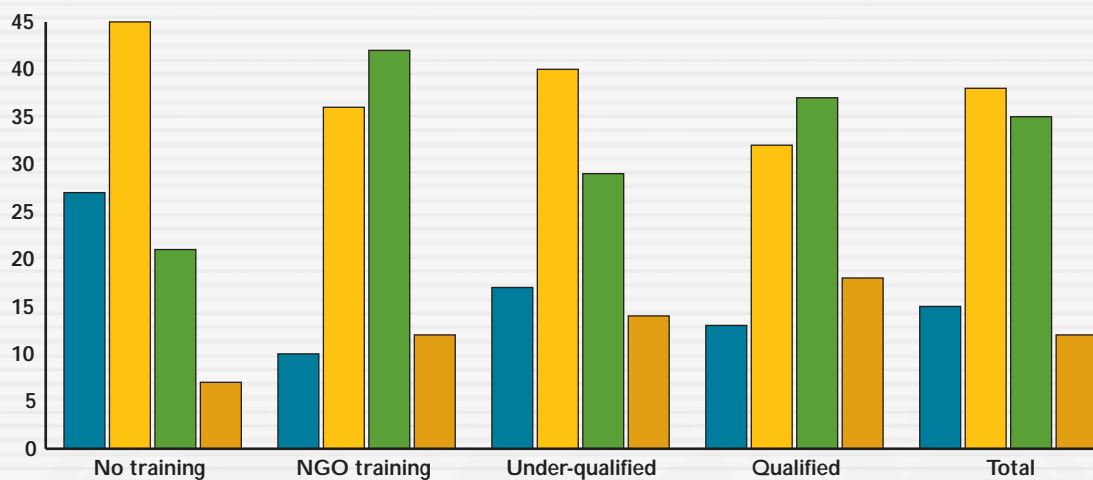
### NP21 Educators' qualifications<sup>10</sup>

Qualifications	Frequency
No training	377 (11)
NGO training	1,396 (42)
Under-qualified	950 (28)
Qualified	393 (12)
Non-ECD qualification	248 (7)
<b>Total</b>	<b>3,364</b>



### NP22 Educator qualifications x years of ECD experience

Years	No training	NGO Training	Under-qualified	Qualified	Total
< 2	102 (27)	136 (10)	163 (17)	52 (13)	453 (15)
≥ 2 < 5	171 (45)	499 (36)	381 (40)	126 (32)	1,177 (38)
≥ 5 < 10	79 (21)	593 (42)	278 (29)	146 (37)	1,096 (35)
≥ 10	25 (7)	167 (12)	128 (14)	69 (18)	389 (12)
<b>Totals</b>	<b>377</b>	<b>1,395</b>	<b>950</b>	<b>393</b>	<b>3,115</b>



<sup>10</sup> The qualifications clusters detailed are those currently in use by the Department of Education:

'Under Qualified' educators who have received training in technical or teacher training colleges (Matriculation +2 years)

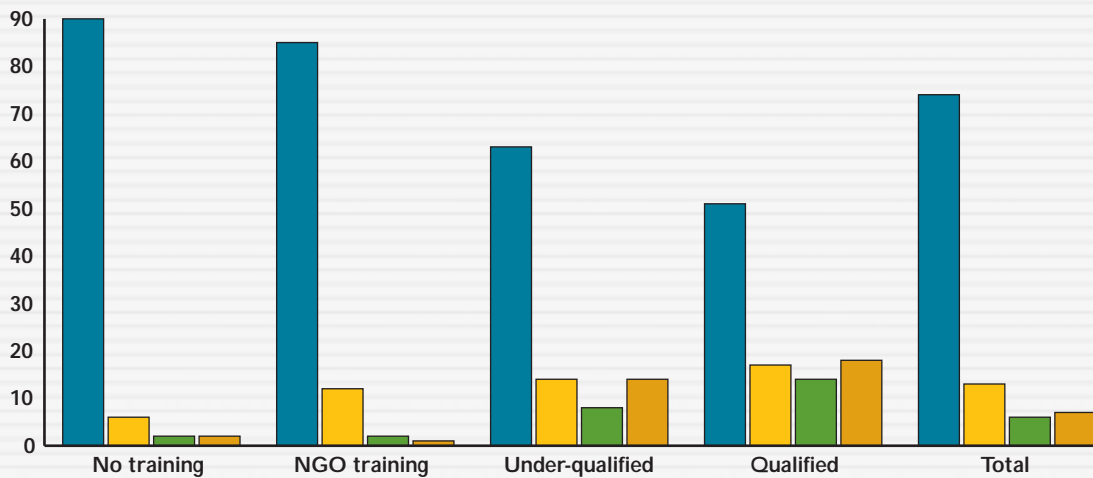
'Qualified' educators who have received university training (Matriculation + 3 years and more)

'Non-ECD qualification' a qualification in an area such as nursing, social work etc.

## Northern Province Educator profiles

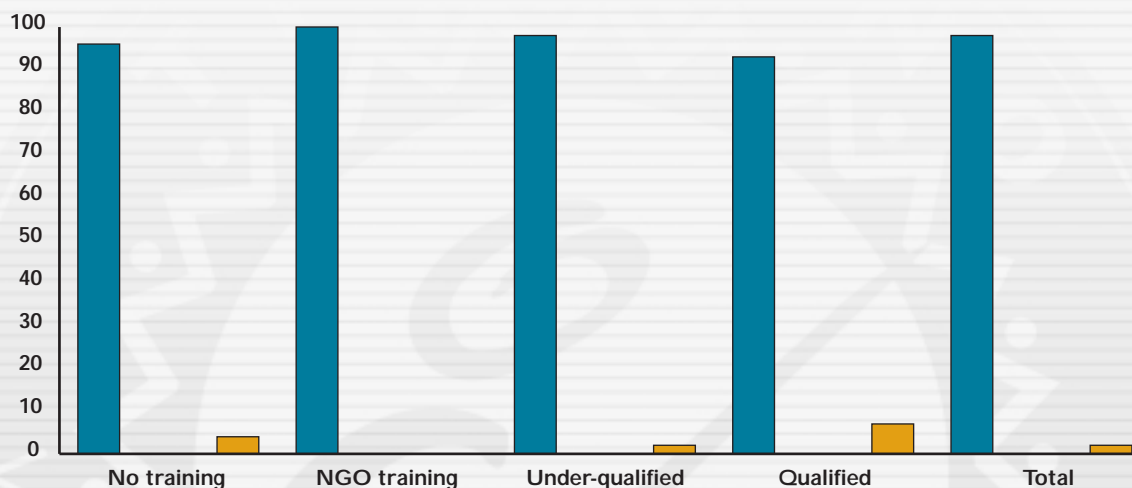
### NP23 Educator qualifications x monthly salary

Rands/month	No training	NGO Training	Under-qualified	Qualified	Total
< 500	274 (90)	1,006 (85)	513 (63)	187 (51)	1,980 (74)
≥ 500 < 1,500	18 (6)	143 (12)	117 (14)	62 (17)	340 (13)
≥ 1,500 < 3,000	5 (2)	26 (2)	66 (8)	52 (14)	149 (6)
≥ 3,000	7 (2)	8 (1)	117 (14)	64 (18)	196 (7)
<b>Totals</b>	<b>304</b>	<b>1,183</b>	<b>813</b>	<b>365</b>	<b>2,665</b>



### NP24 Educator qualifications x population group

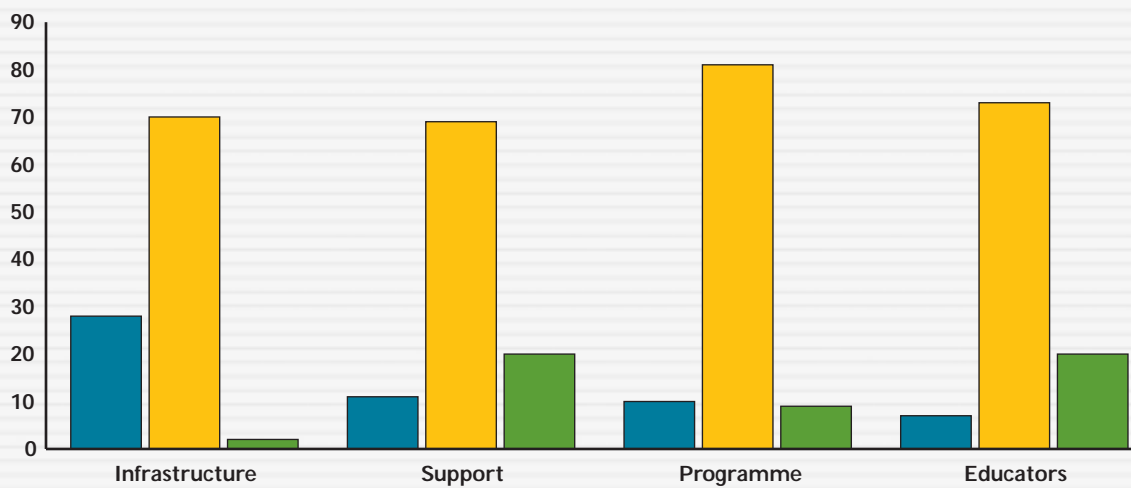
Pop. group	No training	NGO Training	Under-qualified	Qualified	Total
African	359 (96)	1,369 (100)	904 (98)	360 (93)	2,992 (98)
Coloured	0 (0)	2 (0)	1 (0)	1 (0)	4 (0)
Indian	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
White	14 (4)	5 (0)	18 (2)	25 (7)	62 (2)
<b>Totals</b>	<b>373</b>	<b>1,376</b>	<b>923</b>	<b>386</b>	<b>3,058</b>



## Northern Province Indices

NP25 Indices

Rating	Infrastructure	Support	Programme	Educators
Below Average	555 (28)	216 (11)	192 (10)	242 (7)
Average	1,394 (70)	1,380 (69)	1,611 (81)	2,654 (73)
Above Average	34 (2)	391 (20)	184 (9)	719 (20)
<b>Totals</b>	<b>1,983</b>	<b>1,987</b>	<b>1,987</b>	<b>3,615</b>



## Northern Province Salient findings

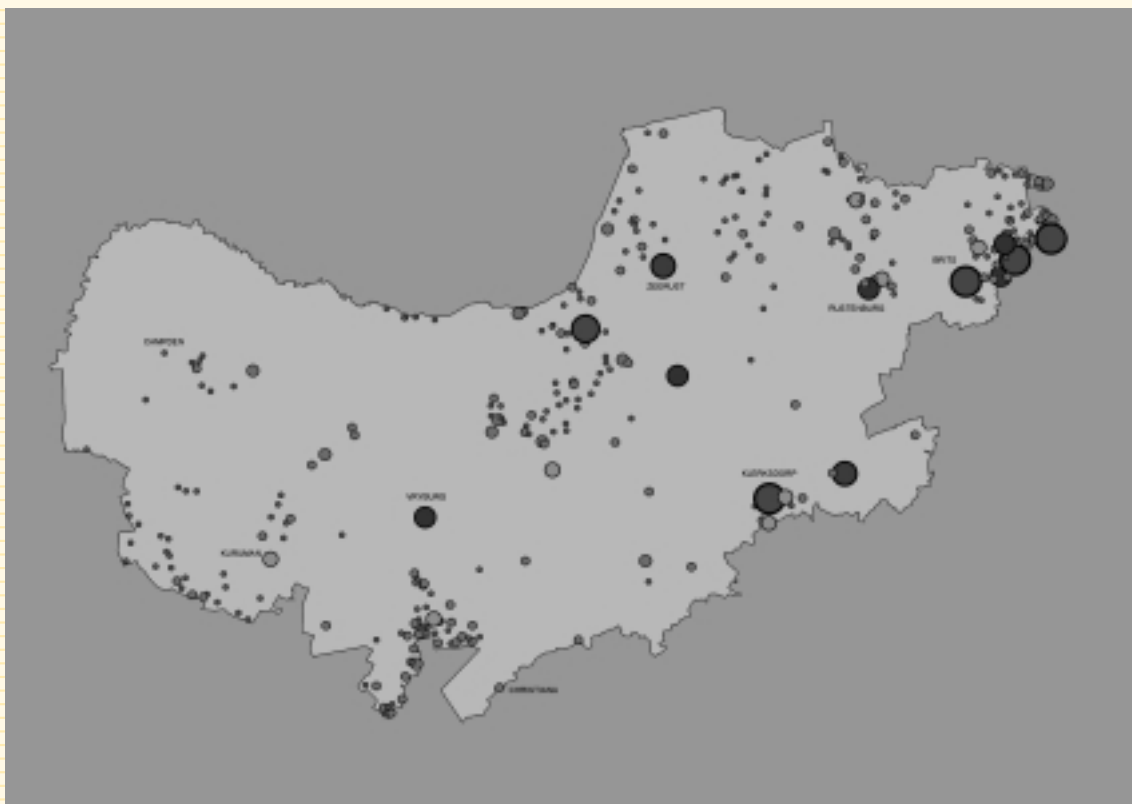
The following salient points have emerged from the results:

- There are significantly more community based ECD sites in the Northern Province (73%) than the national average (49%). 59% of sites have been operating for more than 5 years which is just below the national average of 63%.
- A very high proportion (85%) of sites in the province are located in rural areas. Surprisingly this fact is not reflected in large distances between such facilities and the nearest primary school. Exactly three quarters of sites are within one km of the nearest primary school which is higher than the national average (72%).
- The Northern Province is one of the poorest provinces in the country. This is reflected in various ways in the Audit. A very telling statistic is the fact that a mere 14% of sites in the province have piped water, flushing toilets and mains electricity (the national figure is 53%).
- The financial base of most of the sites is precarious. Nearly half of all learners pay less than R25 fees per month, while 27% of parents contribute to less than 25% of the school fees.
- The ratio of learners per educator (23:1) is one of the highest in the country (the national average is 19:1).
- The human resource base in the province is arguably one of the weakest in the country: the age distribution shows a much younger profile when compared with the national profile: 30% of the educators are older than 40 years compared to the national proportion of 39%. Many more educators in the province are under-qualified (28% compared to the national average of 15%) and also have less teaching experience (47% have more than 5 years compared to 55% nationally). They are also the worst paid: 74% receive less than R500 per month (the national figure is 44%).
- The infrastructure index confirms the general picture that has emerged: ECD facilities in the Northern Province are less well resourced (28% are rated 'below average' compared to 18% nationally). The other three indices reveal patterns that are similar to the national averages.

## North West Province

This chapter provides a broad overview of ECD provisioning in the North West Province. The following results are presented:

- Site profiles.
- Learner profiles.
- Educator profiles.
- Indices: infrastructure, support, programme and educator.
- Salient findings.



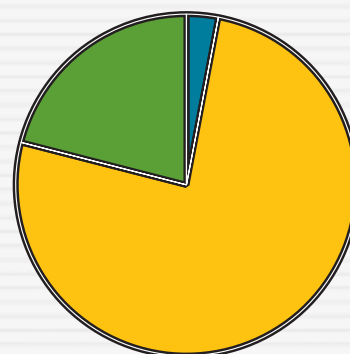
## North West Province Site profiles

NW1 Number of sites

Total number of sites	1,174
% of study population	4.9

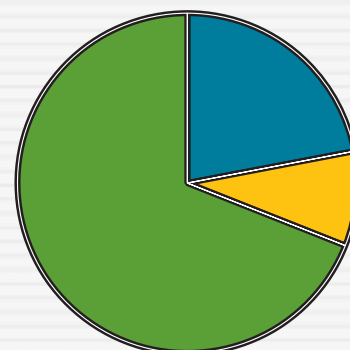
NW2 Types of sites<sup>1</sup>

Site type	Frequency
School based	35 (3)
Community based	867 (76)
Home based	247 (21)
Total <sup>2</sup>	1,149



NW3 Geographic location of sites

Location	Frequency
Urban (formal) <sup>3</sup>	253 (22)
Urban (informal)	106 (9)
Rural	786 (69)
Total	1,145



<sup>1</sup> All figures within the brackets in the tables represent column percentages.

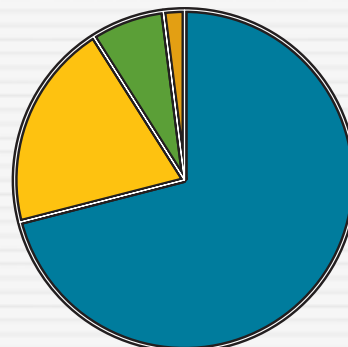
<sup>2</sup> Table totals may differ as some cases are invariably lost when two or more variables are cross-tabulated.

<sup>3</sup> 'Urban formal' ordinary town or city areas with mostly formal dwellings,  
 'Urban informal' ordinary town or city areas with predominantly informal dwellings,  
 'Rural' villages, rural resettlement areas, commercial farms.

## North West Province Site profiles

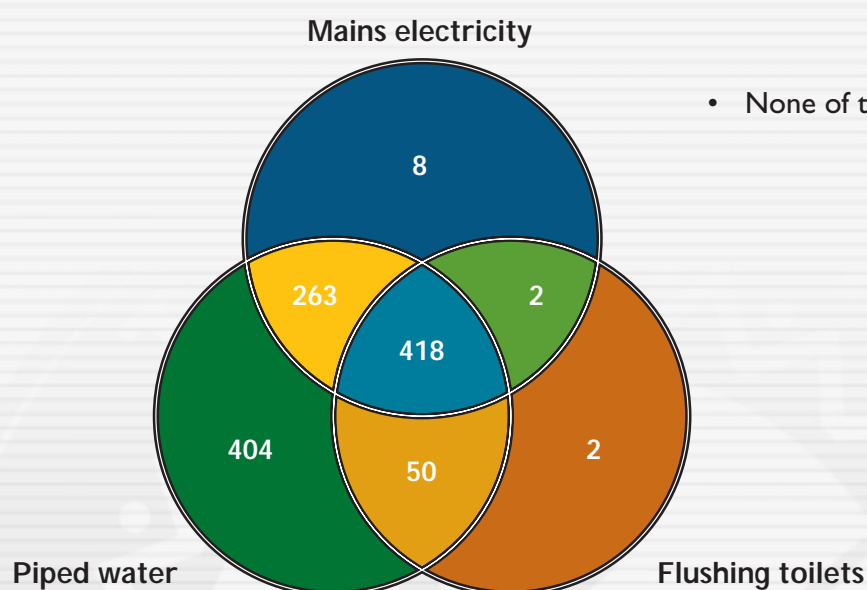
NW4 Distance to nearest primary school

Kilometres <sup>4</sup>	Frequency
< 1	832 (71)
≥ 1 < 3	237 (20)
≥ 3 < 5	76 (7)
≥ 5	29 (2)
<b>Total</b>	<b>1,174</b>



NW5 Availability on site of mains electricity, piped water and flushing toilets

Resources	Frequency
Mains electricity, piped water and flushing toilets	418 (36)
Mains electricity and piped water only	263 (22)
Mains electricity and flushing toilets only	2 (0)
Piped water and flushing toilets only	50 (4)
Mains electricity only	8 (1)
Piped water only	404 (35)
Flushing toilets only	2 (0)
None of these resources	19 (2)
<b>Total</b>	<b>1,166</b>



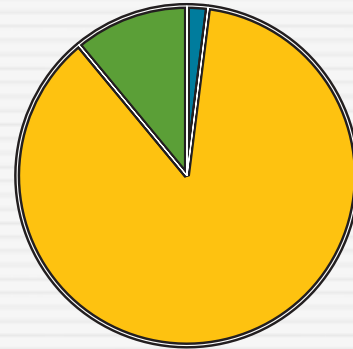
- None of these resources - 19

<sup>4</sup> < less than,  
≥ greater than or equal to.

## North West Province Site profiles

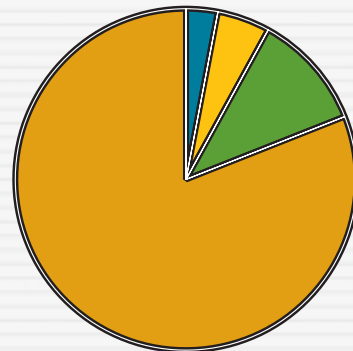
NW6 Hours of operation

Hours	Frequency
< 5	23 (2)
≥ 5 < 10	997 (87)
≥ 10	129 (11)
<b>Total</b>	<b>1,149</b>



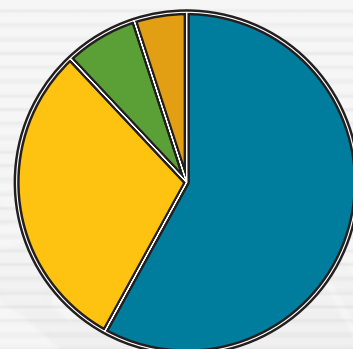
NW7 Years providing ECD services

Years	Frequency
< 1	34 (3)
≥ 1 < 3	60 (5)
≥ 3 < 5	130 (11)
≥ 5	939 (81)
<b>Total</b>	<b>1,163</b>



NW8 Registration

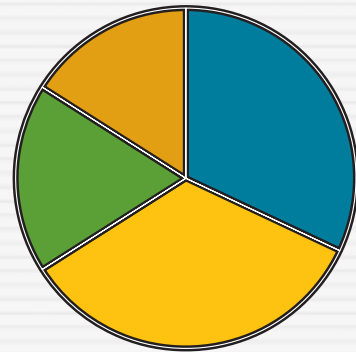
Registered with	Frequency
Department of Education	508 (58)
Department of Welfare	261 (30)
Local Authority	60 (7)
Other	45 (5)
<b>Total</b>	<b>874</b>



## North West Province Site profiles

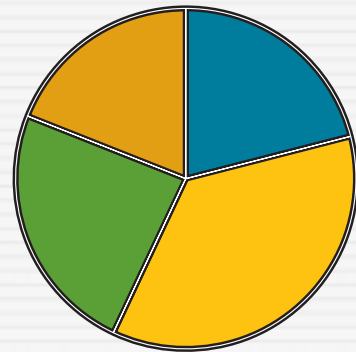
NW9 Monthly fee levels<sup>5</sup>

Rands/month	Frequency
< 25	353 (32)
≥ 25 < 50	380 (34)
≥ 50 < 75	203 (18)
≥ 75	180 (16)
<b>Total</b>	<b>1,116</b>



NW10 Fee payment rates

Payment rate	Frequency
0 – 25%	244 (21)
26 – 50%	420 (36)
51 – 75%	272 (24)
76 – 100%	225 (19)
<b>Total</b>	<b>1,161</b>



NW11 Sources of income x site type

Source	School	Community	Home	Total
Fees only	9 (21)	255 (26)	121 (46)	385 (30)
Fundraising	10 (23)	146 (15)	35 (13)	191 (15)
Dept. of Welfare	3 (7)	99 (10)	40 (15)	142 (11)
Dept. of Education	8 (19)	125 (13)	2 (1)	135 (10)
Donations	3 (7)	66 (7)	14 (5)	83 (7)
Dept. of Health	2 (5)	15 (1)	0 (0)	17 (1)
Other <sup>6</sup>	6 (14)	210 (21)	41 (16)	257 (20)
Local Authorities	1 (2)	53 (5)	7 (3)	61 (5)
Private sector grant	1 (2)	15 (1)	2 (1)	18 (1)
<b>Totals<sup>7</sup></b>	<b>43</b>	<b>984</b>	<b>262</b>	<b>1,289</b>

<sup>5</sup> Fee levels applicable to learners aged three years and over.

<sup>6</sup> 'Other' in this instance refers to a source of income which could not readily be classified, e.g. using the facility for other services, selling vegetables grown on the land surrounding the site etc.

<sup>7</sup> Totals may exceed the number of sites in each category (as per Table NW2) as some sites have more than one source of income.

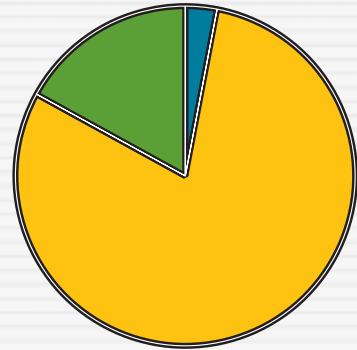
## North West Province Learner profiles

NW12 Learners enrolled, learners in attendance<sup>8</sup> and attendance rate

Learners enrolled	Learners in attendance	Attendance rate
53,554	45,867	86%

NW13 Learners in attendance x site type

Site type	Frequency
School based	1,508 (3)
Community based	35,843 (80)
Home based	7,777 (17)
<b>Total</b>	<b>45,128</b>

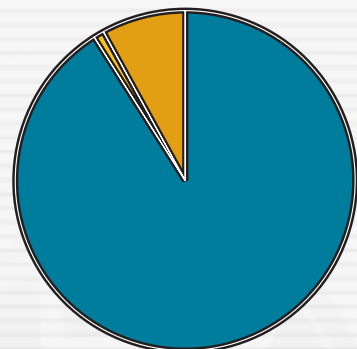


NW14 Learners' age x gender

Age (years)	Male	Female	Total
< 3	2,017 (9)	1,907 (8)	3,924 (9)
≥ 3 < 5	7,219 (32)	7,397 (32)	14,616 (32)
≥ 5 < 7	12,749 (56)	13,373 (58)	26,122 (57)
≥ 7	649 (3)	556 (2)	1,205 (2)
<b>Totals</b>	<b>22,634</b>	<b>23,233</b>	<b>45,867</b>

NW15 Learners' population group

Population group	Frequency
African	40,115 (91)
Coloured	346 (1)
Indian	97 (0)
White	3,657 (8)
<b>Total</b>	<b>44,215</b>



<sup>8</sup> With the exception of Tables 12 and 15 which contain data relating to 'learners enrolled', all other learner tables are derived from 'learners in attendance' data.

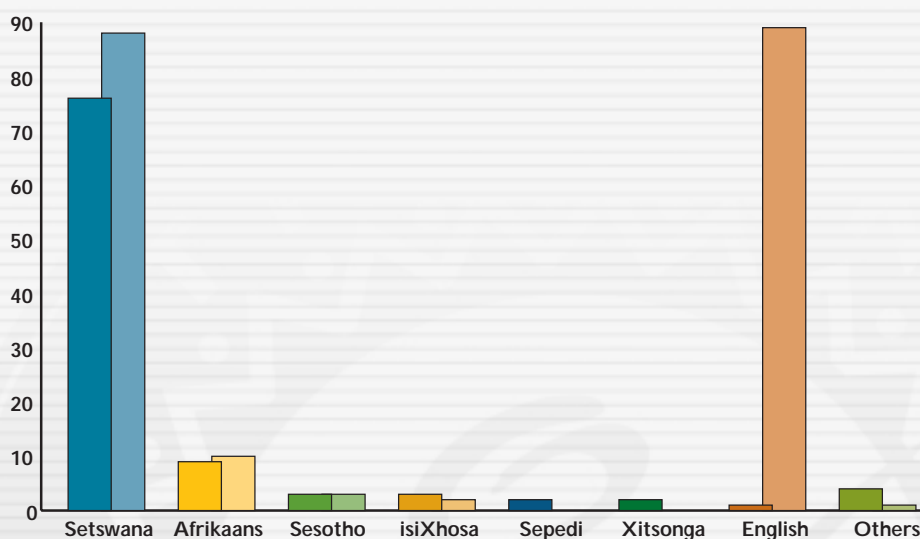
## North West Province Learner profiles

### NW16 Learners' type of disabilities

Type of disability	Frequency
Physical (movement) disability	74 (9)
Severe hearing impairment / Deaf	56 (7)
Severe visual impairment / Blind	20 (3)
Mental disability	361 (46)
Cerebral palsied	9 (1)
Severe behavioural disorder	7 (1)
Autistic	7 (1)
Epilepsy	139 (18)
Multiple disability	73 (9)
Other	35 (5)
<b>Total</b>	<b>781</b>

### NW17 Learners' home languages and languages of instruction

Language	Home languages	Languages of instruction <sup>9</sup>
Setswana	40,428 (76)	1,028 (88)
Afrikaans	4,706 (9)	116 (10)
Sesotho	1,750 (3)	29 (3)
isiXhosa	1,476 (3)	20 (2)
Sepedi	1,294 (2)	3 (0)
Xitsonga	981 (2)	3 (0)
English	653 (1)	1,047 (89)
Others	1,912 (4)	12 (1)
<b>Total</b>	<b>53,200</b>	



9 The total of these percentages exceeds 100% as in many sites more than one language of instruction is used.

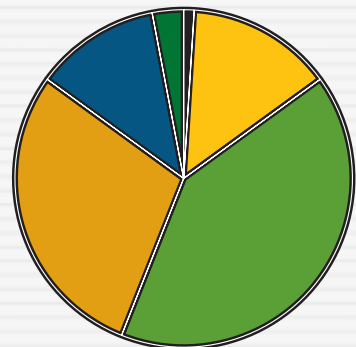
## North West Province Educator profiles

NW18 Educators, learners and learner/educator ratio

Educators	Learners enrolled	Educator/learner ratio
2,910	53,554	18/1

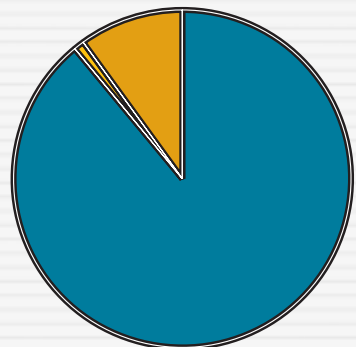
NW19 Educators' age

Age (years)	Frequency
< 20	17 (1)
≥ 20 < 30	382 (14)
≥ 30 < 40	1,168 (41)
≥ 40 < 50	829 (29)
≥ 50 < 60	343 (12)
≥ 60	86 (3)
<b>Total</b>	<b>2,825</b>



NW20 Educators' population group

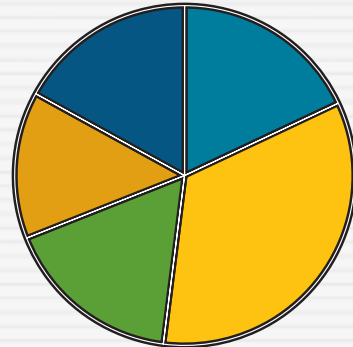
Population Group	Frequency
African	2,553 (89)
Coloured	22 (1)
Indian	10 (0)
White	285 (10)
<b>Total</b>	<b>2,870</b>



## North West Province Educator profiles

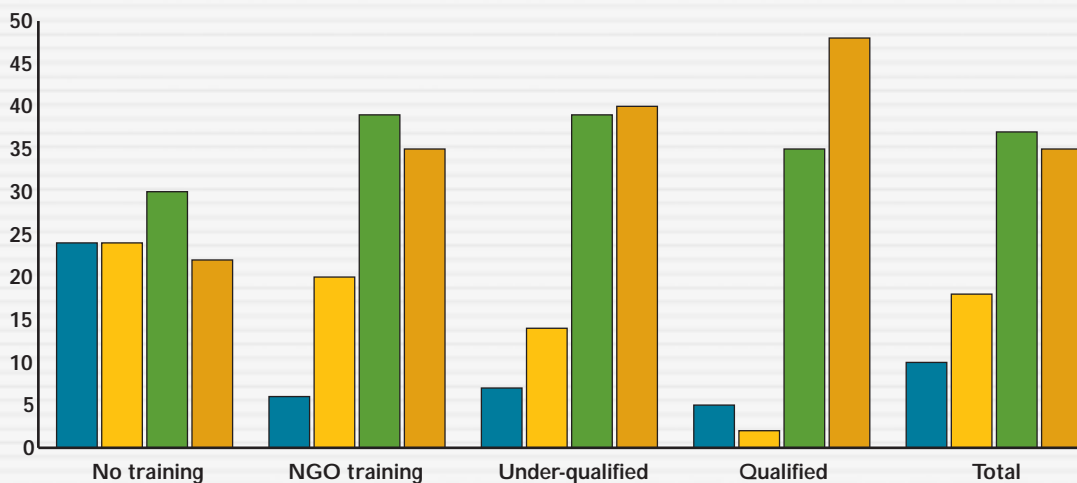
NW21 Educators' qualifications<sup>10</sup>

Qualifications	Frequency
No training	394 (18)
NGO training	738 (34)
Under-qualified	373 (17)
Qualified	305 (14)
Non-ECD qualification	359 (17)
<b>Total</b>	<b>2,169</b>



NW22 Educator qualifications x years of ECD experience

Years	No training	NGO Training	Under-qualified	Qualified	Total
< 2	96 (24)	47 (6)	25 (7)	16 (5)	184 (10)
≥ 2 < 5	96 (24)	144 (20)	52 (14)	36 (12)	325 (18)
≥ 5 < 10	119 (30)	287 (39)	146 (39)	107 (35)	659 (37)
≥ 10	86 (22)	259 (35)	149 (40)	145 (48)	639 (35)
<b>Totals</b>	<b>394</b>	<b>737</b>	<b>372</b>	<b>304</b>	<b>1,807</b>



<sup>10</sup> The qualifications clusters detailed are those currently in use by the Department of Education:

'Under Qualified' educators who have received training in technical or teacher training colleges (Matriculation +2 years)

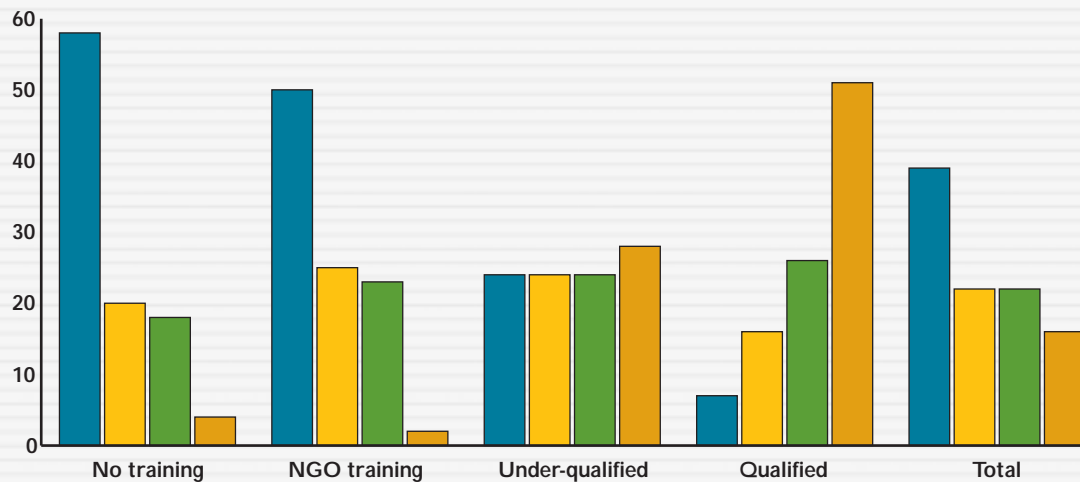
'Qualified' educators who have received university training (Matriculation + 3 years and more)

'Non-ECD qualification' a qualification in an area such as nursing, social work etc.

## North West Province Educator profiles

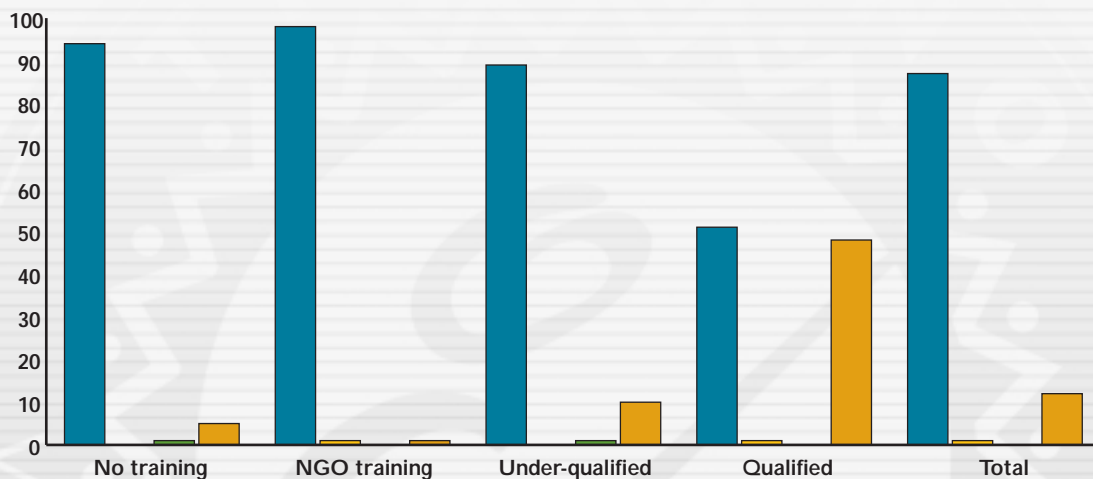
### NW23 Educator qualifications x monthly salary

Rands/month	No training	NGO Training	Under-qualified	Qualified	Total
< 500	219 (58)	359 (50)	86 (24)	19 (7)	683 (39)
≥ 500 < 1,500	76 (20)	181 (25)	86 (24)	46 (16)	389 (22)
≥ 1,500 < 3,000	68 (18)	163 (23)	83 (24)	76 (26)	390 (22)
≥ 3,000	15 (4)	13 (2)	97 (28)	149 (51)	274 (16)
<b>Totals</b>	<b>378</b>	<b>716</b>	<b>352</b>	<b>290</b>	<b>1,736</b>



### NW24 Educator qualifications x population group

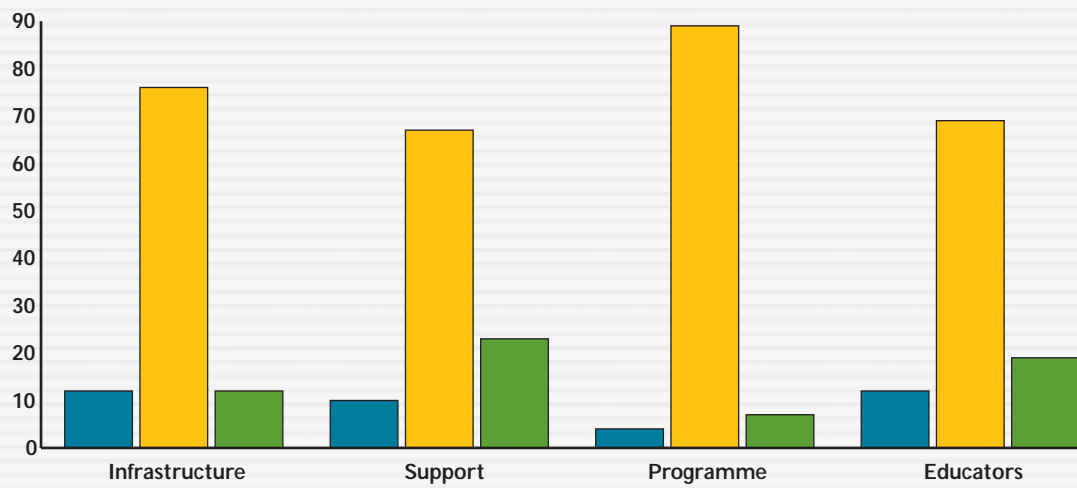
Pop. group	No training	NGO Training	Under-qualified	Qualified	Total
African	372 (94)	714 (98)	329 (89)	153 (51)	1,568 (87)
Coloured	0 (0)	6 (1)	1 (0)	2 (1)	9 (1)
Indian	2 (1)	0 (0)	2 (1)	0 (0)	4 (0)
White	20 (5)	8 (1)	37 (10)	144 (48)	209 (12)
<b>Totals</b>	<b>394</b>	<b>728</b>	<b>369</b>	<b>299</b>	<b>1,790</b>



## North West Province Indices

NW25 Indices

Rating	Infrastructure	Support	Programme	Educators
Below Average	135 (12)	124 (10)	49 (4)	339 (12)
Average	890 (76)	783 (67)	1,045 (89)	2,014 (69)
Above Average	145 (12)	267 (23)	80 (7)	557 (19)
Totals	1,170	1,174	1,174	2,910



## North West Province Salient findings

The following salient points have emerged from the results:

- There are significantly more community based ECD sites in the North West Province (76%) than the national average (49%). The proportion of sites in existence for more than 5 years (81%) is also significantly higher than the national average (63%).
- Many more sites in the province are based in rural areas (69%) than is the case nationally (40%). Somewhat surprisingly, the large majority of sites (71%) are within 1 km of a primary school.
- Sites in the North West Province are much less developed in terms of basic infrastructure than the national average. Slightly more than a third (36%) of sites have piped water, flushing toilets and mains electricity. This compares very unfavourably with the national figure of 53%).
- The financial situation of most sites in the Province compares well with other provinces. Only 30% of learners pay less than R25 fees per month and 21% of parents contribute to less than 25% of school fees.
- The average number of learners per educator (18:1) is slightly below the national average of 19:1.
- As far as the educators are concerned, the age distribution is very similar to the national profile: 47% of the educators are older than 40 years compared to the national proportion of 39%. This is also true of the qualification profile of educators in the Province. However, it is worth pointing out that the proportion of educators with non ECD qualifications (17%) is more than double that of the national average (7%). They do get paid better, 61% receiving less than R1500 per month compared to the national percentage of 74%.
- The summary indices show that ECD provision in the North West Province is very similar to the national patterns, with no discernable differences emerging.

## Western Cape

This chapter provides a broad overview of ECD provisioning in the Western Cape. The following results are presented:

- Site profiles.
- Learner profiles.
- Educator profiles.
- Indices: infrastructure, support, programme and educator.
- Salient findings.



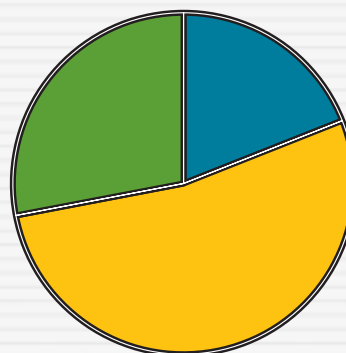
## Western Cape Site profiles

WC1 Number of sites

Total number of sites	2,664
% of study population	11.3

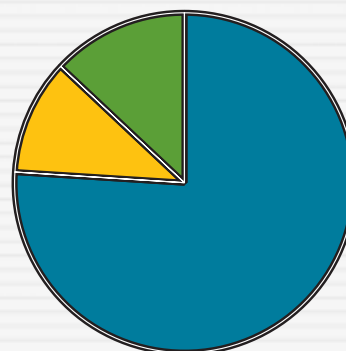
WC2 Types of sites<sup>1</sup>

Site type	Frequency
School based	482 (19)
Community based	1,322 (53)
Home based	698 (28)
Total <sup>2</sup>	2,502



WC3 Geographic location of sites

Location	Frequency
Urban (formal) <sup>3</sup>	1,973 (76)
Urban (informal)	292 (11)
Rural	343 (13)
Total	2,608



<sup>1</sup> All figures within the brackets in the tables represent column percentages.

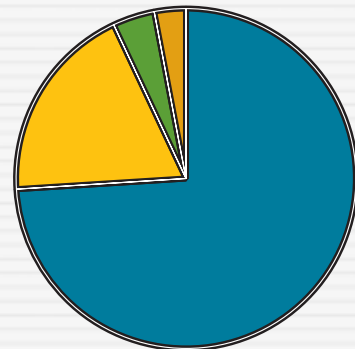
<sup>2</sup> Table totals may differ as some cases are invariably lost when two or more variables are cross-tabulated.

<sup>3</sup> 'Urban formal' ordinary town or city areas with mostly formal dwellings,  
 'Urban informal' ordinary town or city areas with predominantly informal dwellings,  
 'Rural' villages, rural resettlement areas, commercial farms.

## Western Cape Site profiles

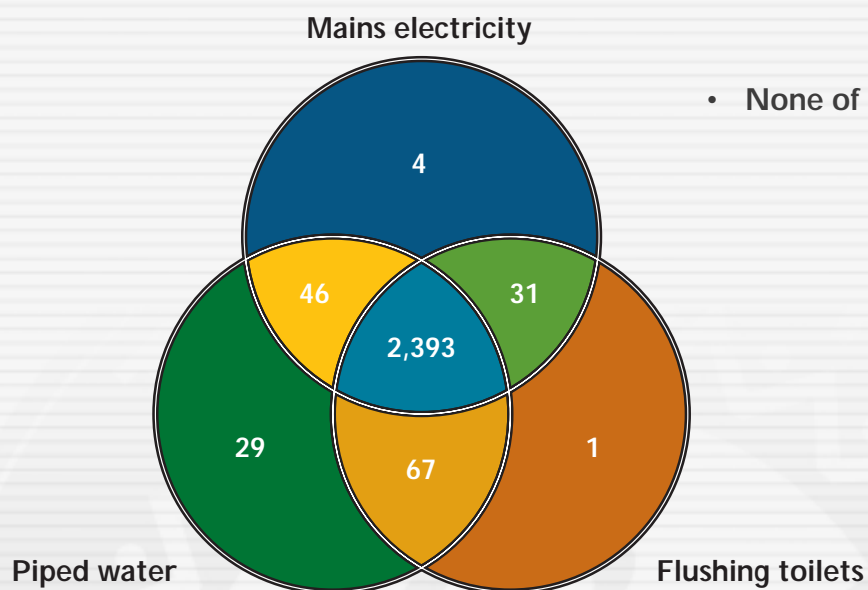
WC4 Distance to nearest primary school

Kilometres <sup>4</sup>	Frequency
< 1	1,951 (74)
≥ 1 < 3	491 (19)
≥ 3 < 5	109 (4)
≥ 5	81 (3)
<b>Total</b>	<b>2,632</b>



WC5 Availability on site of mains electricity, piped water and flushing toilets

Resources	Frequency
Mains electricity, piped water and flushing toilets	2,393 (93)
Mains electricity and piped water only	46 (2)
Mains electricity and flushing toilets only	31 (1)
Piped water and flushing toilets only	67 (3)
Mains electricity only	4 (0)
Piped water only	29 (1)
Flushing toilets only	1 (0)
None of these resources	2 (0)
<b>Total</b>	<b>2,573</b>



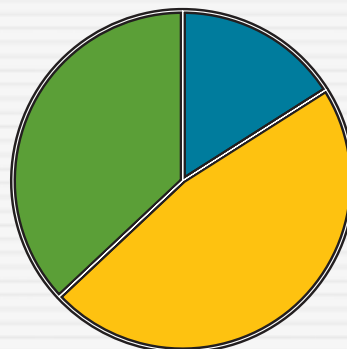
- None of these resources - 2

<sup>4</sup> < less than,  
≥ greater than or equal to.

## Western Cape Site profiles

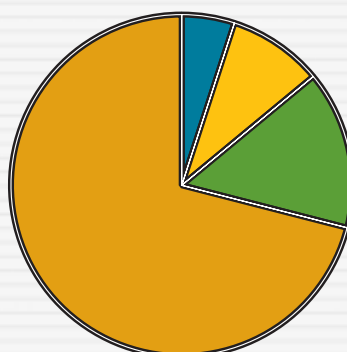
### WC6 Hours of operation

Hours	Frequency
< 5	395 (16)
≥ 5 < 10	1,197 (47)
≥ 10	943 (37)
<b>Total</b>	<b>2,535</b>



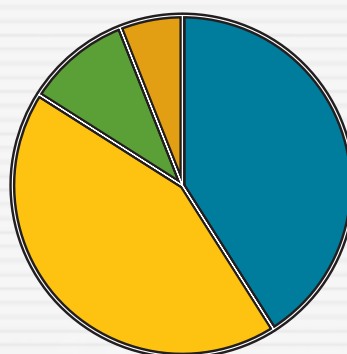
### WC7 Years providing ECD services

Years	Frequency
< 1	119 (5)
≥ 1 < 3	230 (9)
≥ 3 < 5	390 (15)
≥ 5	1,826 (71)
<b>Total</b>	<b>2,565</b>



### WC8 Registration

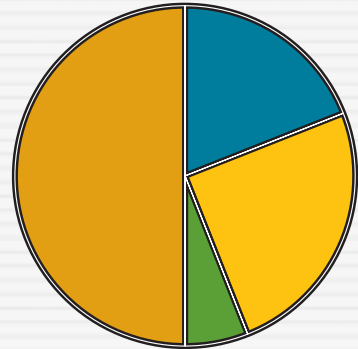
Registered with	Frequency
Department of Education	774 (41)
Department of Welfare	799 (43)
Local Authority	198 (10)
Other	105 (6)
<b>Total</b>	<b>1,876</b>



## Western Cape Site profiles

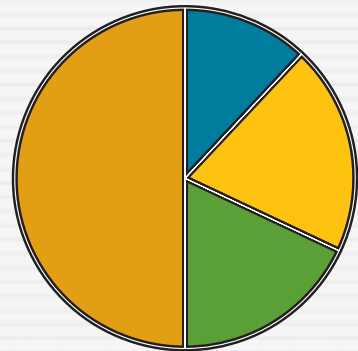
### WC9 Monthly fee levels<sup>5</sup>

Rands/month	Frequency
< 25	470 (19)
≥ 25 < 50	640 (25)
≥ 50 < 75	146 (6)
≥ 75	1,252 (50)
<b>Total</b>	<b>2,508</b>



### WC10 Fee payment rates

Payment rate	Frequency
0 – 25%	314 (12)
26 – 50%	496 (20)
51 – 75%	451 (18)
76 – 100%	1,264 (50)
<b>Total</b>	<b>2,525</b>



### WC11 Sources of income x site type

Source	School	Community	Home	Total
Fees only	46 (10)	173 (13)	239 (35)	458 (18)
Fundraising	206 (43)	418 (32)	195 (29)	819 (33)
Dept. of Welfare	19 (4)	346 (27)	75 (11)	440 (18)
Dept. of Education	160 (33)	121 (9)	17 (2)	298 (12)
Donations	20 (4)	66 (5)	37 (5)	123 (5)
Dept. of Health	8 (2)	41 (3)	78 (11)	127 (5)
Other <sup>6</sup>	17 (3)	117 (9)	32 (5)	166 (7)
Local Authorities	2 (0)	24 (2)	4 (1)	30 (1)
Private sector grant	6 (1)	11 (0)	6 (1)	23 (1)
<b>Totals<sup>7</sup></b>	<b>484</b>	<b>1,317</b>	<b>683</b>	<b>2,484</b>

<sup>5</sup> Fee levels applicable to learners aged three years and over.

<sup>6</sup> 'Other' in this instance refers to a source of income which could not readily be classified, e.g. using the facility for other services, selling vegetables grown on the land surrounding the site etc.

<sup>7</sup> Totals may exceed the number of sites in each category (as per Table WC2) as some sites have more than one source of income.

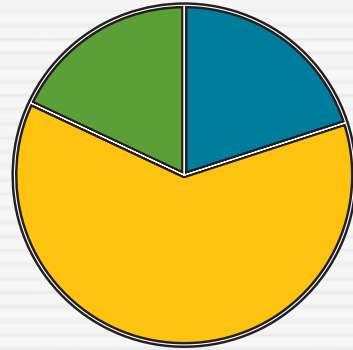
## Western Cape Learner profiles

WC12      Learners enrolled, learners in attendance<sup>8</sup> and attendance rate

Learners enrolled	Learners in attendance	Attendance rate
143,016	122,850	86%

WC13      Learners in attendance x site type

Site type	Frequency
School based	23,200 (20)
Community based	71,817 (62)
Home based	21,052 (18)
<b>Total</b>	<b>116,069</b>

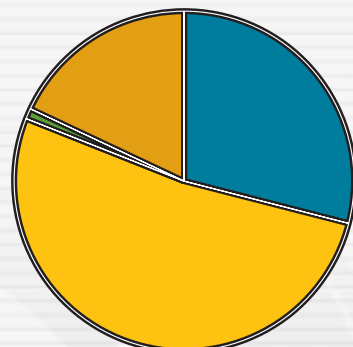


WC14      Learners' age x gender

Age (years)	Male	Female	Total
< 3	11,541 (19)	11,024 (18)	22,565 (18)
≥ 3 < 5	20,111 (32)	19,790 (33)	39,901 (33)
≥ 5 < 7	28,855 (47)	28,634 (47)	57,489 (47)
≥ 7	1,493 (2)	1,402 (2)	2,895 (2)
<b>Totals</b>	<b>62,000</b>	<b>60,850</b>	<b>122,850</b>

WC15      Learners' population group

Population group	Frequency
African	34,055 (29)
Coloured	61,520 (52)
Indian	1,146 (1)
White	21,527 (18)
<b>Total</b>	<b>118,248</b>



<sup>8</sup> With the exception of Tables 12 and 15 which contain data relating to 'learners enrolled', all other learner tables are derived from 'learners in attendance' data.

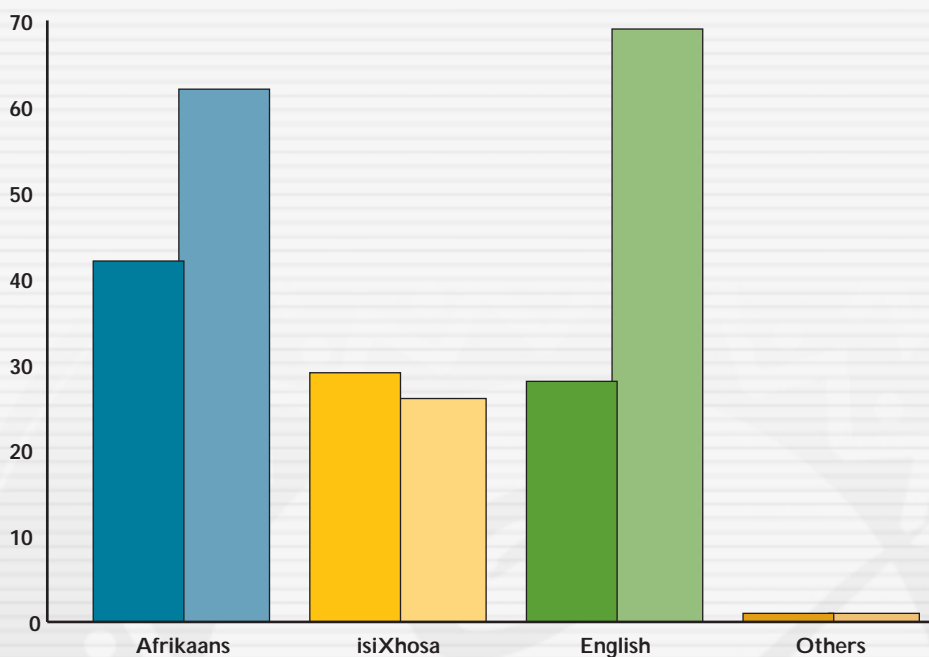
## Western Cape Learner profiles

### WC16 Learners' type of disabilities

Type of disability	Frequency
Physical (movement) disability	353 (15)
Severe hearing impairment / Deaf	193 (8)
Severe visual impairment / Blind	87 (4)
Mental disability	702 (30)
Cerebral palsied	203 (9)
Severe behavioural disorder	92 (4)
Autistic	101 (4)
Epilepsy	79 (4)
Multiple disability	311 (13)
Other	210 (9)
<b>Total</b>	<b>2,331</b>

### WC17 Learners' home languages and languages of instruction

Language	Home languages	Languages of instruction <sup>9</sup>
Afrikaans	60,221 (42)	1,647 (62)
isiXhosa	41,402 (29)	684 (26)
English	39,626 (28)	1,833 (69)
Others	1,509 (1)	35 (1)
<b>Total</b>	<b>142,758</b>	



<sup>9</sup> The total of these percentages exceeds 100% as in many sites more than one language of instruction is used.

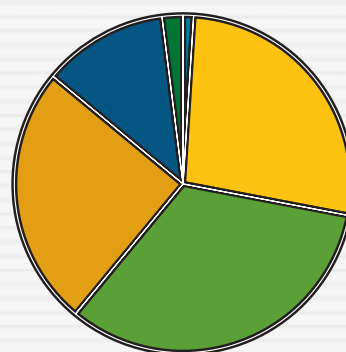
## Western Cape Educator profiles

### WC18 Educators, learners and learner/educator ratio

Educators	Learners enrolled	Educator/learner ratio
8,503	143,016	17/1

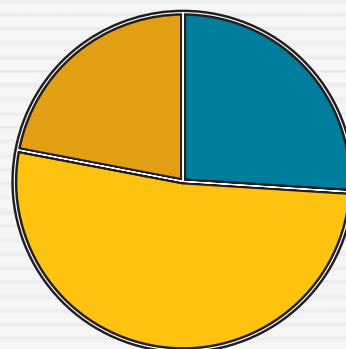
### WC19 Educators' age

Age (years)	Frequency
< 20	125 (1)
≥ 20 < 30	2,214 (27)
≥ 30 < 40	2,715 (33)
≥ 40 < 50	2,081 (25)
≥ 50 < 60	1,034 (12)
≥ 60	199 (2)
<b>Total</b>	<b>8,368</b>



### WC20 Educators' population group

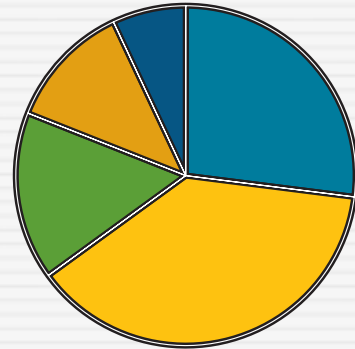
Population Group	Frequency
African	2,194 (26)
Coloured	4,344 (52)
Indian	38 (0)
White	1,825 (22)
<b>Total</b>	<b>8,401</b>



## Western Cape Educator profiles

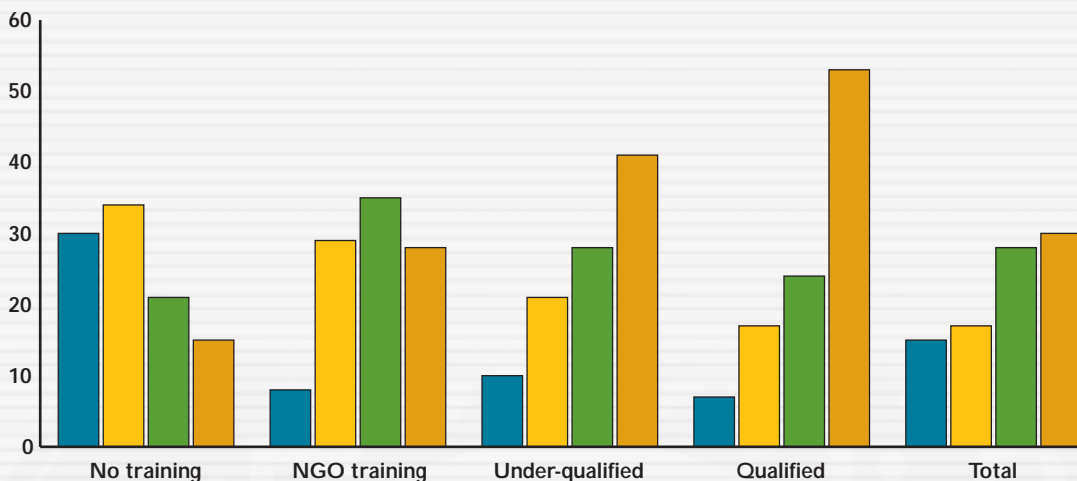
### WC21 Educators' qualifications<sup>10</sup>

Qualifications	Frequency
No training	2,259 (27)
NGO training	3,124 (38)
Under-qualified	1,296 (16)
Qualified	1,034 (12)
Non-ECD qualification	591 (7)
<b>Total</b>	<b>8,304</b>



### WC22 Educator qualifications x years of ECD experience

Years	No training	NGO Training	Under-qualified	Qualified	Total
< 2	681 (30)	246 (8)	124 (10)	69 (7)	1,120 (15)
≥ 2 < 5	764 (34)	907 (29)	277 (21)	177 (17)	2,125 (17)
≥ 5 < 10	462 (21)	1,097 (35)	359 (28)	244 (24)	2,162 (28)
≥ 10	350 (15)	873 (28)	535 (41)	544 (53)	2,302 (30)
<b>Totals</b>	<b>2,257</b>	<b>3,123</b>	<b>1,295</b>	<b>1,034</b>	<b>7,709</b>



<sup>10</sup> The qualifications clusters detailed are those currently in use by the Department of Education:

'Under Qualified' educators who have received training in technical or teacher training colleges (Matriculation +2 years)

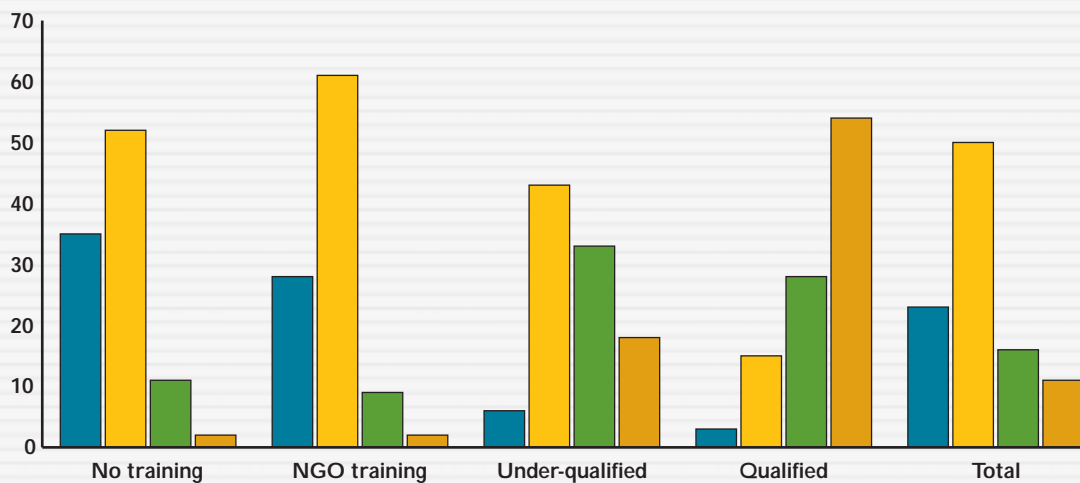
'Qualified' educators who have received university training (Matriculation + 3 years and more)

'Non-ECD qualification' a qualification in an area such as nursing, social work etc.

## Western Cape Educator profiles

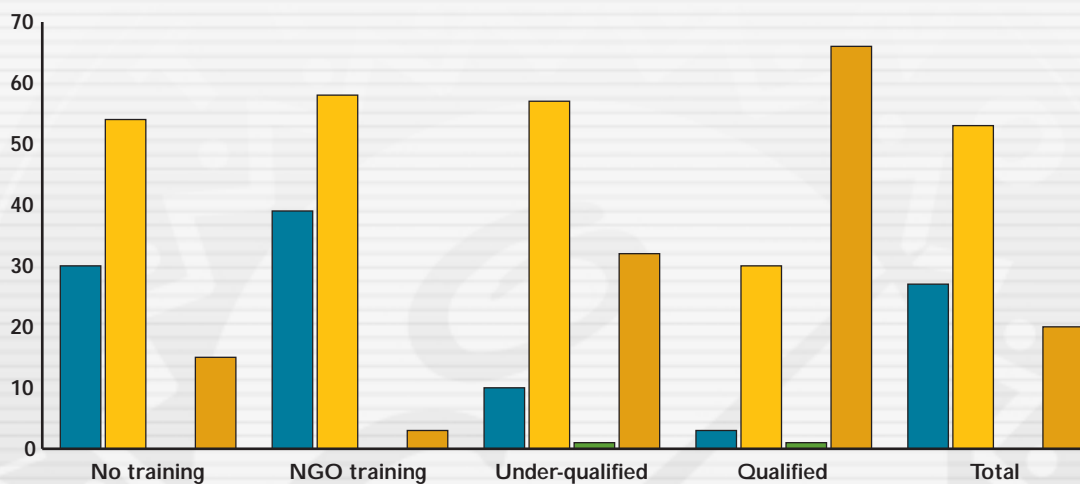
WC23 Educator qualifications x monthly salary

Rands/month	No training	NGO Training	Under-qualified	Qualified	Total
< 500	753 (35)	857 (28)	71 (6)	30 (3)	1,711 (23)
≥ 500 < 1,500	1,115 (52)	1,854 (61)	535 (43)	152 (15)	3,656 (50)
≥ 1,500 < 3,000	227 (11)	270 (9)	403 (33)	275 (28)	1,175 (16)
≥ 3,000	38 (2)	55 (2)	217 (18)	532 (54)	842 (11)
<b>Totals</b>	<b>2,133</b>	<b>3,036</b>	<b>1,226</b>	<b>989</b>	<b>7,384</b>



WC24 Educator qualifications x population group

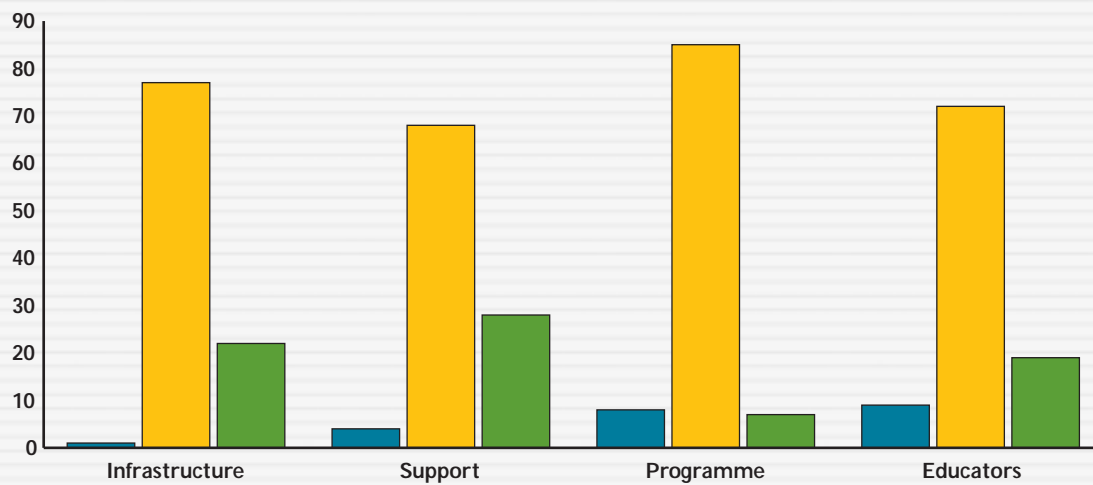
Pop. group	No training	NGO Training	Under-qualified	Qualified	Total
African	682 (30)	1,197 (39)	132 (10)	35 (3)	2,046 (27)
Coloured	1,212 (54)	1,780 (58)	731 (57)	304 (30)	4,027 (53)
Indian	6 (0)	14 (0)	8 (1)	7 (1)	35 (0)
White	343 (15)	100 (3)	419 (32)	669 (66)	1,531 (20)
<b>Totals</b>	<b>2,243</b>	<b>3,091</b>	<b>1,290</b>	<b>1,015</b>	<b>7,639</b>



## Western Cape Indices

WC25 Indices

Rating	Infrastructure	Support	Programme	Educators
Below Average	40 (1)	122 (4)	200 (8)	793 (9)
Average	2,029 (77)	1,787 (68)	2,256 (85)	6,144 (72)
Above Average	575 (22)	735 (28)	188 (7)	1,566 (19)
Totals	2,644	2,644	2,644	8,503



## Western Cape Province Salient findings

The following salient points have emerged from the results:

- As far as site type is concerned, the provincial profile is very similar to the national pattern with slightly less home based sites (28%) than the national figure (34%). Half as many sites are registered with the Department of Education (19%) compared to 38% nationally. Conversely the proportion of sites registered with a Local Authority (28%) are significantly higher than the national norm (12%). Sites in the Province are more established than in most other provinces with 71% having been in existence for more than 5 years compared to 63% nationally.
- Significantly more sites in the Province are based in urban areas (76%) than is the case nationally (49%). This is consistent with the fact that nearly three quarters of sites are less than 1 km away from a primary school.
- Sites in the Western Cape are by far the best developed in terms of basic infrastructure: 93% of sites have piped water, flushing toilets and mains electricity. This is significantly higher than the national average of 53%.
- The financial situation of most sites in the Province is also much healthier than is the case in most other provinces. Fifty percent of learners pay more than R75 fees per month (36% nationally) while a similar proportion of parents contribute to more than 75% of the school fees (the national average is 28%).
- The ratio of learners per educator (17:1) is slightly lower than the national average of 19:1.
- The age distribution of educators in the province is identical to that of the national average: 38% of the educators are older than 40 years. This is also true of the qualification profile, the teaching experience profile and the figures on monthly salary.
- Sites in the Western Cape are in general better off than sites elsewhere in the country. This is confirmed by the fact that only 1% of sites were rated 'below average' on the infrastructure index (the national figure is 18%). They also get considerably more support than sites in other provinces.

## Chapter 6

### Conclusions

#### Introduction

In this chapter, some of the key issues that emerge from the results are discussed. In excess of four and a half million pieces of information were collected, captured, processed and analysed. This data-set provides invaluable insights on the current nature and extent of ECD provisioning nationally and provincially. A selection of the more pertinent issues are discussed in this final chapter, given that they raise particularly significant questions with respect to current ECD policy development, planning and practice.

#### Resources

Of the estimated 6.4 million South African children in the 0 to 7 year age cohort, slightly over one million are enrolled in identifiable ECD sites, i.e. fewer than one sixth (16%). Moreover, of the estimated 960,000 children in the 5-6 year age cohort, 413,000 (43%) are enrolled, which indicates that less than half of the national cohort are being accommodated. Given the current focus of ECD policy on the formalisation of provisioning with respect to the Reception Year for the 5-6 year age cohort, it is clear that the provisioning needs are considerably in excess of available resources. Also of significance is the comparative size of the ECD and Primary learning sites: 23,482 ECD sites nationwide in comparison to 17,254 primary schools. This suggests that ECD is much more than a peripheral activity. This has serious implications for the human and physical resources required to manage a sector in which there will be considerable growth if policy goals and national mandates are to be achieved.

Also significant with respect to resourcing the sector are issues pertaining to the financial support of ECD sites. The findings have established that the sector is, for the most part, extremely poorly funded. At all levels of functioning, sites appear to have few financial resources to rely on. While fees are generally low, with an inversely high rate of non-payment, as many as a quarter of the identifiable sites rely solely on fee income. The inadequate resourcing of the sector is further reflected in the low salaries that educators receive. The financial resourcing of ECD sites is clearly a challenge, especially given the context of constraints on spending in education more broadly. It is however evident that the sector requires better financial support and the lack of financial resources continues to perpetuate its marginalised status.

#### The nature of sites

Three different types of sites predominate the sector: those that are attached to schools, those that are based in communities and those that offer their services from private homes. About half of the identifiable sites are community based. The findings of the Audit indicate that, as might be expected, most of the learners under the age of 5 years are at home based sites, while the 5 to 7 year olds tend to be in community based or school based sites. Thus, despite the emphasis of ECD policy on the Reception Year being primarily located at community and school based sites, there continue to be 'Reception Year' age children (17%) located in home based sites.

Within each of the three categories of site types (school, community and home based), evidence of very low and very high scores on each of the four indices were recorded. While no

discernable patterns emerged concerning the ratings accorded to site types with respect to the infrastructure and support indices, a greater percentage of home based sites were rated 'below average' than the combined total percentages of school and community based sites with respect to the programme and educator indices. Equally interesting is the finding that in home based sites, fee levels tend to be higher. Thus, while home based sites offer comparatively weaker programmes and have educators with less experience and lower qualifications, they also tend to be more expensive. While guarded significance should be placed on the programme index, given that it was a subjective measure based on individual enumerators' assessments, there is nevertheless cause for concern with respect to the combined findings that 75,000 'Reception Year' age children are attending home based sites wherein 'below average' rated educational programmes are being offered. Given the importance current policy places on ECD as a holistic service of care and education that promises optimum development of children, any emerging inadequacies in the provisioning model need to be addressed. While the primary emphasis is on a structured, preparatory curriculum for the 5 to 6 year age cohort through the Reception Year, there are equal goals for a broad developmental curriculum for younger children.

The findings regarding the sustainability predictors (using CHAID analysis) identified site type as the strongest predictor of sustainability. Being a community based site is the strongest predictor of sustainability, conversely, within the site type variable, school based is the weakest predictor. While it might have been expected that school-based would have been the strongest predictor, it should be remembered that many schools only started offering ECD services in the late 1990s and consequently could not have been operating for five years or more when the Audit was conducted.

These findings raise important questions concerning the viability of home based sites within the current policy contexts, particularly with respect to older children in the sector. This is clearly an area of debate which requires further investigation, given the existing and projected magnitude of the services required, allied to arguments which hold that home based provisioning should be prioritised as it is the most cost-effective and nurturing option for younger children.

### **Historical inequalities**

Chapter One provided some background on the history of colonisation, racial oppression and apartheid, while Chapter Two highlighted how recent policies and practices are a direct challenge and response to inherited systems and mindsets. It is not surprising that racial inequalities are still evident in ECD provisioning. Across all four indices (support, infrastructure, programme and educator), African sites rate the lowest, whereas White sites rate highest. While the racial segregation that characterised apartheid is being diffused by the emergence of a small number (less than 10%) of ECD sites within which learners from across the spectrum of population groups are accommodated, the divisions in wealth distribution are self evident. Such conditions continue to reproduce a context of stark inequality along the lines of colour in which the vast majority of African children remain disadvantaged.

Another predictor of inequity is apparent in the rating discrepancies between the various provinces. At an economic and developmental level, those provinces which the Audit signals as

disadvantaged with respect to ECD provisioning are rural in make-up and encompass high numbers of areas historically demarcated as 'bantustans'. A comparative analysis of the provincially derived infrastructure index scores, identifies the Eastern Cape, KwaZulu-Natal and the Northern Province as being significantly under-resourced. Such differences cannot be understood outside of the historical contexts which continue to impact on ECD provisioning and point to the importance of continuing to prioritise those areas of the country and those groups in South Africa that remain disadvantaged.

### **Educators**

ECD educators are critical to the success of any interventions in the sector. The Audit has quantified the extent to which a sizable portion of these critical educators have not received any training (23%) and an even larger portion (58%) who hold qualifications which are not currently recognised by the Department of Education. The majority of the latter group have received NGO training, which, at this point, is not accredited. It is imperative that educator training providers prepare their programmes for registration within the NQF and for recognition by the Department of Education.

It is significant to note that the salary profiles of those educators with NGO training and those with no training, are similar: more than half of each group earn less than R500 a month. There also exists a link between qualifications and length of teaching experience: those who have been in the profession for ten years and more are also those who are most qualified. The findings suggest that investing in adequate training of educators results in increased retention of educators. If the sector is to challenge its marginalised status and gain recognition for the valuable social, community and educational role it plays, ECD educators need to receive salaries which reflect their qualifications, experience and service.

### **Language**

Within South Africa, indigenous languages and cultures have been marginalised and devalued. The recent shift in policy and practice towards a multilingual society is evident across sectors and at all levels of social intervention. Given the importance of the early years in the acquisition of language, it is not surprising that the ECD sector considers language a priority issue.

Although not unexpected, the extent to which the Audit findings confirm the pre-eminence of English as a language of instruction, is surprising. English is used as a language of instruction in 83% of the identifiable sites, while it is the home language of only 12% of the learners enrolled in those sites. It is a language of instruction used by 95% of the educator training providers audited. Whatever the context, whichever province and whatever the dominant home language, English is always either the first or second most prominent language of instruction. Even in provinces where English is spoken by a small minority of children, it is widely used at the sites. It can be assumed that the privileged position of English is at the expense of the home languages of the learners. There is much research that points to the importance of home language education in the cognitive development of younger learners and the fact that multiple languages are better learned in the early years. One of the goals of current ECD curriculum interventions is that all children need to learn a second South African language and that all eleven official languages be given equal value and recognition within the ECD setting.

## **Gender**

Caring and helping occupations, including professions such as teaching and nursing, have historically been female-dominated professions. There has been much analysis of the way in which the world of work reflects broader social stereotypes of masculine and feminine roles. It has been well documented that professions where women are over-represented are also those that are devalued with respect to status and salary. The devaluation of 'female' professions internationally has been found to hold true in this context, given the low salaries that the educators are paid relative to other professions. In view of the centrality of ECD to the development of children and society as a whole, it is a cause for concern that the profession has such low status. It is evident that the pattern of women being assigned to lower valued professions reflects gender inequalities and sexist practices in society at large. An improvement in the status of ECD educators through appropriate salary levels and social recognition would have a positive influence on the sector and would also challenge the devaluation of women in the world of work and society.

The over representation of women in the sector allied to the fact that the learner population is equally divided between males and females has implications for the development of progressive and democratic principles, including anti-racist and anti-sexist values and practices. Children's observations of women as the caregivers at ECD sites engenders gender stereotypes about who is responsible for education and care. This may serve to reinforce the stereotypical models that children encounter in their own homes and at the broader social level.

There are many arguments for interventions that facilitate an improvement in the status and value of the profession. These hinge in part around challenging the historical devaluation of women's work, but also on the continued marginalisation of the sector itself, and by implication on the lack of adequate acknowledgement of the impact of children's early years experiences not only on their individual future development, but also for broader social development.

## **HIV/Aids**

South Africa is recognised as one of the countries with the fastest growth rate in the incidence of HIV/Aids in the world. It can reasonably be assumed that there is a statistically significant number of children in the ECD sector who are either HIV positive or are living with Aids. Not according to the findings of the Audit. The number of ECD sites reporting incidences of learners with HIV/Aids was so minuscule as not to allow reliable analysis and reportage. This phenomenon highlights the silences and taboos surrounding the pandemic. More support for the sites and the communities in which they are located is needed to facilitate increased awareness and enhanced care for HIV positive learners and their families.

There can be little doubt that there are an increasing number of children losing parents, siblings and friends as a result of the pandemic. Such children will require special support. Educators will be required to perform counselling functions over and above those which they have previously experienced or for which they have been trained. This has attendant implications for educator training programme developers and providers. The sector as a whole, like the nation, has to begin preparing itself to support and care for children affected and/or infected with HIV/Aids.

## **Children with disabilities**

There are comparatively few children with disabilities being catered for at ECD sites and almost a third of those who are attending ECD sites, are over seven years of age. This may indicate that this older cohort of children remain in ECD as a consequence of being refused entry to formal schooling, or that parental wishes dictate that they remain in the sheltered and nurturing environment of the ECD site for as long as is possible. Equally curious is the relative non-enrolment of younger learners with disabilities. In the light of mainstreaming initiatives, their absence is a cause for concern. This issue poses a considerable challenge to ECD interventions.

## **Future areas of research**

The Nationwide Audit has highlighted a number of areas which require further research:

- **Quality of teaching and learning programmes**

Given that the Audit was focused on quantitative as opposed to qualitative research questions, it did not comprehensively assess the quality of programmes being presented to ECD learners. In view of the emphasis that emerging interventions are placing on curricular matters, a more rigorous analysis of the nature, appropriateness, efficiency and effectiveness of the learning programmes offered at ECD sites is required. Qualitative investigation of programmes, and factors affecting them, could form one level of research, while a longitudinal assessment establishing the effects of various modes and models of ECD provisioning on subsequent school performance would also be valuable.

- **Language and culture**

Clearly issues concerning 'languages of learners' and 'languages of instruction' warrant further investigation. Future research might establish, at a more qualitative level, how languages are used within sites and how the use of languages of learning and teaching impacts on learner involvement and attainment.

Furthermore, while the Audit has established the dominance of English as a language of instruction, little is known concerning the cultural values pervading the sector. Within current educational values, the representation of a diversity of cultures and traditions is emphasised, the extent to which this is practised is worthy of further research.

- **HIV/Aids**

With respect to the issues relating to HIV/Aids mentioned above, there are a number of research questions which require immediate attention: the levels of educator awareness and preparedness; establishing educators' and learners' attitudes towards the virus and its consequences; identifying the role of ECD within broader community initiatives targeting the pandemic; the appropriateness of prevention programmes.

- **Gender, racism, democracy and equality**

In view of the emphasis in the curriculum on challenging sexism and racism and on developing democratic values, there is little evidence as to whether this is happening. Future research could explore the extent to which programmes and processes adhere to the current curriculum framework with respect to inculcating democratic principles.

- **Disability**

While the findings of the Audit established how few disabled learners are currently enrolled in ECD sites, little is known about these disabled learners. Research focusing more specifically on learners with disabilities would allow for more responsive and appropriate provisioning.

- **Educator training**

The Audit has yielded much information about ECD provisioning at site level and a thumbnail sketch of educator training. The quality and nature of current educator training programmes need to be established. Accepting the centrality of educators in creating and delivering programmes of excellence, it is necessary to identify the veracity, appropriateness and responsiveness of the training programmes on offer. In particular, there is a need to identify current gaps in educator training programme provision, and to establish and quantify the impact of training at site level.

## **Conclusion**

The fiscal constraints which curtail the Government's capacity to fund nationwide ECD provisioning jeopardises the financial and educational gains of the age-admission and age-grade norm policies introduced during 2000<sup>18</sup>. While the Nationwide Audit of ECD Provisioning cannot claim to solve these fiscal constraints, it does signal a significant step forward for ECD in South Africa. It provides key information relating to ECD provisioning which will inform the strategic and appropriate development of policies and programmes at provincial, national and possibly, international levels. A reliable data base and a thorough statistical analysis of the current situation is now available. Solidly grounded empirical evidence is on hand which will generate and illuminate informed debate in a sector in which development was sometimes retarded by inherited conventional wisdoms and the selective use of anecdotal evidence to further partisan positions. The Audit identifies areas of continuing disadvantage and points to areas requiring further investigation and prioritisation.

The aim of the Audit was to provide accurate information on the nature and extent of ECD provisioning, services and resources across the country in order to inform and support ongoing policy and planning initiatives in the sector. While this aim has been fully achieved, the success of this intervention will be measured against, not only the conclusion of the research process, but more critically, against the widespread dissemination of the findings and the willingness of all concerned to shape future policies and provisioning practices on the basis of the findings of the Nationwide Audit. An equally important outcome of the Audit is the dawning recognition of the imperative to prioritise, in a tangible way, the needs of the nation's children. As ECD moves from the periphery to the core, it is best positioned to play a crucial role in assisting South Africa's children to fully realise their inherent capacities and to enhance the future of the nation.

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<sup>18</sup> The Minister of Education's Report to the President, October 2000.

# **ANNEXURE 1**

## **Codebook**

### **Part 1**

#### **Study overview**

#### **Title of study:**

**The NATIONWIDE AUDIT of ECD Provisioning in South Africa**

#### **Introduction**

A codebook documents key aspects of surveys and usually contains a study description, a copy of the questionnaire used in the study and a codelist. This abridged codebook contains a codelist, an abridged version of the enumerator manual and the full version of the site questionnaire. The Audit data is made available on a accompanying CD stored in two files labelled FACILITYDATA and EDUCATORDATA. Both files are stored in two formats: as a SPSS datafile (.sav) and a SPSS portable file (.por). The latter format allows for easier portability to programmes other than SPSS (e.g. Excel).

#### **Abstract**

In May and June 2000, the South African National Department of Education undertook a Nation wide Audit of ECD Provisioning. In a period of approximately two months, 23,482 sites, employing 54,503 educators and providing services to 1,030,473 learners, were audited. Data concerning a range of aspects of ECD provisioning was collected. At the ECD facility level, key categories include: registration of the facility and with whom registered, the geographical location of the site, basic infrastructural information (access to roads, electricity, toilets, water) and special equipment. Other facility level topics covered include: the financial base of the site, the nature of the site (school-based, home-based or community based), its sustainability (how long it has been operating), its operating hours as well as key aspects of the educational activities at the site. At the educator level, the audit covered basic information about the number of designations of all educators at the site, their age, highest qualification, gender, race, highest school grade, monthly salary and teaching experience. Extensive information was also gathered about the learners at each site including the total number of learners disaggregated by age group, race and gender. Data was also captured on the number of learners with disabilities and the nature of such disabilities.

#### **Keywords**

Early childhood provisioning, pre-school education, learners, educators.

#### **Universe**

For the purposes of the audit, an ECD site was defined as any public or private, formal or informal ECD location wherein the physical, social, emotional, intellectual and spiritual needs of groups of six or more learners are catered for. Existing databases within the Departments of

Education, Health and Welfare, as well as those of training institutions (including those identified during the postal survey) were accessed. NGOs, CBOs, funding organisations and any other possible sources of site information were also asked to submit site lists.

An initial unverified list of 30,101 sites was compiled. Of these 7,845 were subsequently deleted by the provincial agencies as being duplicates, non-existent or closed, resulting in a revised total of 22,256. Provision was made for sites 'discovered' during the fieldwork process to be added to the lists and audited. Site information was ultimately assimilated on 23,482 sites.

### **Date of research**

May and June 2000.

### **Extent of collection**

2 data files + electronic documentation

### **File specifications**

Number of cases:	File 1 (Facility Data) 23,483
	File 2 (Educator Data) 54,503

Number of records/case:	1
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Number of variables:	File 1 = 361
	File 2 = 24

Number of kilobytes	File 1 = 11.7 KB
Number of kilobytes:	File 2 = 2.8 KB

### **Fieldwork**

Core trainers from each provincial agency were trained by the national consortium in Pretoria in the administration of the questionnaire and the training of provincial enumerators. An enumerator manual was provided by the national consortium. The final version of this manual was made available in English, with translations of key sections in the other ten official languages.

### **Constructed variables**

In addition to the variables that were recoded, four indices were constructed. These indices provide composite summaries of key aspects of provisioning. They are labelled: infrastructure, support, programme, and educator. Each index was constructed using relevant items and sub-items from the questionnaire. The infrastructure index included items such as: the type of buildings; the availability of electricity, toilets and water; the learning and play areas available to learners; the existence of a kitchen etc. Each item within the index contained sub-items such as, within the 'type of buildings' item: conventional brick, traditional mortar, shipping container, prefab, etc. Each sub-item was assigned an intuitive weighting which contributed to the overall index score. Scores on these items were given different weightings and added up to make a total score which a site could achieve on any one of the four indices.

Three categories of scores were calculated using the nationally generated median as the reference. One standard deviation at either side of the median was defined as 'average'. More than one standard deviation above or below the median was defined as 'above average' or 'below average' respectively. For example, in the infrastructure index, the maximum score possible was 34, the median was 26 and the standard deviation equalled 9.7. All sites scoring between 0 and 17 are grouped as 'below average', those between 18 and 26 as 'average', and those above 26 as 'above average'. Using the nationally generated median as the reference, allows for very useful and informative comparative analysis at provincial level and with respect to key variables. Using the nationally generated median also minimises the effects of subjectivity.

## Part 2

# Enumerator manual (abridged)

**Section A:** Performing the Audit

**Section B:** Guidelines for completing the questionnaire

### Section A: Performing the Audit

#### Introduction

This manual is to help you complete the site questionnaire. It provides guidelines for what to do when you arrive at the ECD site and also explains what the terms used in the questions mean as well as how to go about completing the questionnaire.

#### General definitions and guide to specific questions

**Early Childhood Development (ECD)** is the term used for the physical, social, emotional, intellectual and spiritual processes of development in young children aged 0 - 9 years.

**An ECD site** is a place where a group of 6 or more children below school going age are regularly provided with services, this could be in a home, at a hospital, under a tree, at a school, in a community hall, or in building designed for the purpose.

**An educator** is any person providing for the education and supervision of learners at an ECD site is referred to as an educator. This would include teachers and their assistants, nurses but not administrators, cooks, ground-staff unless they work directly with children on a regular basis.

**Learners** are children of all ages who receive services at an ECD site.

#### Purpose of the Nationwide Audit

The Department of Education is undertaking a nationwide audit of ECD provisioning. This will provide information to help the Department to develop policy and plan for the delivery of services for young children. The audit includes information about learners, educators, training providers and sites.

The audit is being done in collaboration with:

- Provincial Departments of Education.
- The Office of the President.
- The national and provincial Departments of Welfare.
- The national and provincial Departments of Health.

An ECD site is any place public or private, formal or informal where early childhood services are provided to six or more children. So, the sites you will be visiting may be very different from

each other. This audit is important because we do not know how many learners under school-going age receive organised ECD services or how many sites there are in different regions and provinces or what sort of programmes are being offered to learners who attend different sites.

## **Frequently asked questions**

### **What is an audit?**

In the context of this ECD audit, audit means the process of collecting information to find out exactly what services there are for ECD and how many children are being served. Because audit is generally used and understood to mean a public examination of accounts, it is perhaps better to refer to what you are doing as a survey. Most people remember the census and you can explain that the audit is like a census of ECD sites instead of households.

### **How will the information be used?**

There is no accurate information about the number and kinds of services available for children aged 0 - 6 years and this makes it difficult for government departments and others who are concerned with young children to plan.

### **Be careful not to raise unrealistic expectations or anxieties**

A serious problem when audits are done, especially on behalf of government, is that hopes and expectations can be raised. Explain that the outcomes of the audit/survey will be to provide accurate information to help the government plan for ECD services. Do not make promises about anything, and especially do not mention funding or registration.

Site staff may also be concerned that you will report them if they are not meeting minimum standards e.g. they have too many children for the space available etc. It is very important to reassure them that this is not the intention of the audit. If they are fearful they may refuse to give you access to the site or give you incorrect information.

### **What if site management asks for your comment on their programme?**

In our experience many sites are keen to get feedback on how you think they are doing. This is not the enumerator's role and you should explain this and avoid being drawn into such discussions.

### **May the site have a copy of the questionnaire?**

Just as in the census copies of the questionnaire will not be left at or sent to sites. However if they have photocopying equipment on the premises and wish to make a copy for their record, this is fine.

### **What if site management refuses to participate in the audit?**

Participation in the audit is **voluntary**. If site management is doubtful, explain the importance of the exercise in helping the government plan services for young children. Explain the confidentiality and that it is not for inspection purposes. Do not make any promises. If they still refuse then accept this politely. You will need to record the refusal as follows:

- complete the name and address A1 - A4; and
- note the refusal in F9 on the final page of the questionnaire.

### **What if you find a site that is not on your list?**

If you are sure that the site is offering a regular service for 6 or more children under school going age, record its name, address and telephone if there is one. Forward this information to your provincial agency as soon as possible.

### **What if the site on your list has fewer than six children?**

If when you arrive at a site on your list, and there are fewer than 6 children, the questionnaire should still be completed.

## **Visiting the site**

### **1. Arranging your visit**

**(This must be done in consultation with your provincial agency.)** If at all possible try and establish contact with the principal/supervisor of the site before your visit. If the site has a telephone this can be done telephonically. If it doesn't, try and contact the site by leaving a message at another site in the area or through a local educare forum or other organisation or community committee if it exists. The purpose of this contact is to:

- Introduce yourself.
- Explain why the audit is being done and encourage them to participate.
- Explain that you will need to interview a senior staff member and to observe the site and what the children are doing.
- Explain that they should have records such as the attendance and fees register, qualifications and salaries of educational staff and programme planning available, if they have these.
- Check whether you need permission from the chief, headman, local authority, management committee, owner etc. and if so make direct contact with them.
- Explain that the information from each site is **confidential** and only the Department of Education will have access to it. Basic information will be made available to the General Public.
- Set a date and an early time of the day for your visit.

### **2. Arrival**

The best time to see most programme activities at ECD sites is in the morning. Preferably arrange to arrive at the sites in the early part of the day. **Note your name, enumerator code and time of arrival in the space provided on the questionnaire.**

Introduce yourself to the head of the site and show her/him your official letter of introduction. If you have been unable to make contact previously, cover the points in 1 above. If the ECD site is part of a public school first report to the Principal's office.

Spend a few minutes explaining the different things you will be auditing: contact details, information about the learners, information about the educators, the sites, funding sources and the programme of activities learners do. If the head of the site would prefer to look at the questionnaire him or herself show it to her/him. Organise a time when you can interview her/him.

### 3. Completing the ECD site questionnaire

- Study all the definitions and guide to specific questions before your visit.
- **Every** question must be completed, as instructed, even if all you can record is that there was no response or the respondent didn't know or the question is not applicable.
- Complete only the relevant blocks of each question.
- Where the question is not applicable mark the whole block clearly with N/A, e.g. where there is no fax or phone.
- Do not make additional comments on the questionnaire.
- Use a tick (✓) and keep it within the block. Do not use a cross(x) as it may look like a crossed out tick.
- If you make a mistake on the questionnaire, cross it out and use Tippex if necessary.
- Fill in the questionnaire in **black pen**.
- You will need a notebook for jotting down details in different parts of the site. A pocket calculator would be useful. In addition, take with you photostat copies of CI (to be used if there are more than 7 educators at a single site) and DI4 (to be used if there are more than 8 separate groups of learners).
- Conduct the interview in the **preferred language** of the educators at the site. Some key sections and words are provided in the translation boxes.
- Questions about population group, gender, age, qualifications, salaries and HIV/Aids can be sensitive. If you are asked why this is necessary, explain that it is needed for targeting services to the most under-serviced, for redress and to help plan for training needs.
- To complete the form you will need to have a **tour around the site**, time to **observe**

and time to **study records** and time to **interview** the most senior educator present at the site.

#### **4. Tour of the site**

Ask for a guided tour around the site, all the indoor and outdoor areas that are used by learners, and on route, to be introduced to all the educational staff. Explain that **you** will be filling in the questionnaire. If the head wishes to fill in the questionnaire explain that enumerators have been trained to do so in a standardised way. During this tour complete the following:

- Physical provision and any special equipment for learners with disabilities (B3).
- Place in which the site operates (D2).
- Type and condition of the building (D 6).
- Total area of outdoor playgrounds (D7). If there is more than one playground, make a note of the area of each separate one and put the total of all the playgrounds in the block provided.
- Water (D8 a and b).
- Power and Energy (D9).
- Enclosure (D10).
- Toilets (D11 a and b).
- Condition of sanitation, hygiene and safety (D12).
- Cooking area and fuel (D13).

#### **5. Observation of the programme/s**

Spend at least one hour observing the programme in action. If there is more than one group of learners and an educator, spend at least 15 - 20 minutes observing each group. During this observation complete the following questions:

- Physical count of learners in each group (B2).
- The area of the space used by each group of learners (D14).
- Equipment available, sufficiency in terms of the numbers of learners and condition (E1).
- Improvised equipment (E2).

- Programme of activities being followed (F3).
- Variety of activities and types of activities (F4).
- Whether learners' work is displayed (F5).
- Freedom to explore and experiment with activities and equipment provided (F6).
- Encouragement to ask questions (F7).
- Learners' interest and involvement (F8).

For E1, E2 and F3, 4, 5, 6, 7 and 8, the response box you tick should be for the site as a whole. If there is more than one group, jot down notes as you go and then after the last group, tick the category which, in your opinion, best fits the site as a whole.

## **6. Records**

During your meeting with the head or most senior person available at the time of your visit, check:

- The attendance register for enrolment (B1).
- Fees register for how much the fees are (D16) and what percentage pay them (D17).
- Programme planning records for evidence of a planned programme (F3).
- Many sites have no written records and in this case complete the questions by asking the person you are interviewing.

## **7. Interview with Head**

- Check or complete all identifying details of the ECD site (A1 - A15).
- Ask about the specific disabilities learners have (B3).
- Complete the number of HIV positive learners and those with Aids (B4). If there are no HIV positive learners or learners with Aids fill in '0'.
- The home languages of all the learners enrolled (B5). The total learners in B5 should equal B1.
- Complete the details of educators (C1). Make a note of anything that the head cannot complete, for later checking with the educator in question.
- Complete all details to do with the operation and financing of the site.
- Who provides the ECD service (D1).

- How long the site has been in operation (D3).
- How often site operates (D4).
- Time site opens and hours of operation (D5 a and b).
- The division of learners, their age and the number of enrolled learners in each group (D14). This total should equal B1.
- How most learners get to site and distances they walk if applicable (D15 a and b).
- Sources of income/support (D18).
- Support and/or monitoring visits (D19).
- Whether there is a management committee (D20).
- Meals served (F1).
- Languages of teaching and learning (F2).
- Any special circumstances affecting completion of the questionnaire (F9).

## **8. Departure**

- Did you visit all the areas of the site, indoor and outdoor, and record the square meters?
- Did you spend time observing every group of learners?
- Have you recorded an answer to every question, even if it was 'don't know' or indicated that it was 'non applicable'?
- Thank all those you spoke with, ask the interviewee to sign and date the questionnaire as a true record of your visit, sign and date the questionnaire yourself and note the time of your departure.

## Section B: Guidelines for completing the questionnaire

### Unique Site Number

Leave blank - it is for office use only.

### Audit Control Number

It is the number provided on the site list. Complete this in block provided on the top right side of **every** page.

### Name of enumerator

After your name, write in your enumerator code in brackets. This must be repeated when you sign your name at the end of the questionnaire, e.g. L. Mzileni (K 32).

In this section write over the instructions given in lighter type.

Be very careful to fill in details in the appropriate block.

**A3 Village** If a village is only identifiable as part of a district, fill in a block as follows e.g. Emambatheni, district of Mhlabatini.

**A4 Physical address** If the site is freestanding leave this line blank. It is for situations where.

- Site operates from another building e.g. Masisebenzani Community Resource Centre, St Mary's Church etc.
- Stand numbers.
- Geographical indications such as 'along the Cintsa River'.

Some small towns do not have postal codes. Fill in code for nearest town.

**A5 Postal address** If the ECD site has a P.O. Box Number fill this in.

**A6 Location** Urban formal: ordinary town or city areas with mostly formal dwellings.

**Urban informal:** ordinary town or city area with predominantly informal dwellings, e.g. squatter camp.

Rural: commercial farms (run as a business).

**Rural other:** villages and rural resettlement areas - isolated, no infrastructure, subsistence agriculture, traditional housing and/or formal dwellings (houses, huts).

<b>A13</b>	Registration	Sites can be registered in more than one category. 'Other' refers only to government departments e.g. Public Works, Agriculture.
<b>A14</b>	Access road	Tick only the box that refers to the immediate access to the site. Distance is the distance between the site and the point to which a vehicle has access. In many cases this will be '0' kilometres. A kilometre is approximately an 8 to 10 minute walk for an adult.
<b>B1/B2</b>	Learners	The totals for these two questions will not necessarily be the same i.e. B1 will be the number of learners recorded in the register while B2 is the physical count of the number of learners on the day.
<b>B3</b>	Disabilities	This refers to the total number of learners with disabilities enrolled and may not be the same as those reflected in B2. Each learner with a disability should only be recorded once. Record learners who are deaf, blind or cerebral palsied in these categories even if they have multiple disabilities. If a learner is disabled but has not been diagnosed use the category 'Don't know'. Enumerators are not expected to be able to categorise disabilities. The information below is to help them label what the educator tells them, if educators do not use the words on the questionnaire.

### **Physical, Movement Disability**

This includes learners with paralysed or deformed body parts or parts of the body that they can't control, weak or underdeveloped muscles (e.g. muscular dystrophy) and balance problems.

### **Severe Hearing Impairment/Deaf**

This is identified by noting that the child:

- Does not turn to sounds or when spoken to.
- Does not pay attention.
- Has delayed speech development.

### **Severe Visual Impairment/Blind**

Signs of seeing problems include:

- Pupils look grey or white.
- Eyes do not follow objects.
- Child may be clumsy and accident prone.
- Child holds head very close to work.
- Eyes squint, cross or move separately.

### **Mental Disability**

Learners with mental disabilities are not able to think as well as other learners and will experience delays in their development. Some common conditions associated with mental disability are given below:

*Down Syndrome.* This is the most common form of mental disability. Signs include:

- Eyes are upward slanting.
- Ears are small and low set.
- Mouth is small with protruding tongue.
- Hands have single crease across the palm.
- Feet have a gap between the first and second toe.
- Low muscle tone, floppy.

*Foetal Alcohol Syndrome.* Signs include:

- Small eyes.
- Sunken bridge of the nose.
- Flat area between nose and mouth.
- Long smooth upper lip.
- May have congenital abnormalities.

### **Cerebral Palsy**

This is the name given to a group of conditions in which there are problems associated with movement and posture because of damage to the developing brain. The damage occurs before, during or after birth and the signs do not usually show until the infant is a few months old. Signs are:

- Muscle stiffness or spasticity, limbs are stiff and difficult to move; one or more limbs may be affected.
- Uncontrolled movement.
- Poor balance.
- Some children may have uncontrolled face muscles and dribble.

### **Severe Behaviour Disorder**

These would include severe and ongoing aggression towards others; ongoing self-injury, damage to property, severe hyperactivity (learners who are on the go all the time and cannot settle or concentrate for more than a few seconds).

### **Autism**

This affects communication and social emotional development. Characteristics include:

- Poor social interaction.
- Impaired communication: verbal, non-verbal and symbolic play.
- Stereotyped, repetitive movement patterns.

### **Epilepsy**

Epilepsy is a condition that regularly causes sudden, usually brief periods of unconsciousness or changes in mental condition with seizures/convulsions/fits.

### **Multiple disability**

A number of impairments, often both physical and mental in the same learner.

### **Special Equipment**

Equipment provided at the site and not to equipment such as wheelchairs, crutches, hearing aids etc. that learners bring with them. This covers any bought or improvised equipment to assist learners including something to help learners move independently, something to keep them steady when they stand or sit. Examples include a broad support strap to help learners sit in chairs; a special cup to reduce spills and messing when eating; picture/ communication boards to help learners with a hearing impairment to communicate etc.

### **Provision for learners with disabilities**

Physical disabilities	Good	Special provision made. Key health and safety issues addressed. Easy unaided access to all areas of site. No changes in level, or changes in level have ramps with manageable gradient/slope (1:20), are protected with handrails and have tactile warnings. Doors, access routes all have minimum 900mm width.
	Adequate	Some provision made. Key health and safety issues addressed. Easy access to most of site. Inadequate access only to spaces irregularly/ never used by learners. Changes of level have ramps but without adequate safety/warning features. Doors, access routes all have minimum 900mm width.
	Inadequate	No provision made Poor access to commonly used areas of site. Steps and large changes in level. Doors, access routes less than 900mm wide.

Visual disabilities	Good	<p>Special provision made for visual impairment.</p> <p>Key health and safety issues addressed.</p> <p>Good contrast between walls, floors, ceilings, doors, windows, and objects in rooms.</p> <p>Good, even lighting.</p> <p>Good physical access (as above).</p>
	Adequate	<p>Some provision made for visually impaired.</p> <p>Key health and safety issues addressed.</p> <p>Some contrast used.</p> <p>Good physical access (as above).</p>
	Inadequate	<p>No provision for visually impaired</p> <p>Numerous hazards.</p>
Hearing disabilities	Good	<p>Special provision made.</p> <p>Key health and safety issues addressed.</p> <p>Surfaces that absorb sounds such as carpeting, acoustic ceilings, wall coverings.</p> <p>Little or no background sound from equipment and use of furniture.</p> <p>Key health and safety issues addressed.</p>
	Adequate	<p>Some provision made.</p> <p>Key health and safety issues addressed.</p> <p>Finishes limit sound transmission: some absorbent surfaces such as lino and carpeting.</p> <p>Limited sound from equipment and use of furniture.</p> <p>Site in quiet environment.</p>
	Inadequate	<p>No provision made.</p> <p>Finishes and furniture don't absorb sound and background noise.</p> <p>Site in highly noisy environment.</p>

**B5**      Learner languages      Fill in the number of enrolled learners according to each home language category in the relevant age groups. Record only one dominant home language for each learner. Ensure totals in B5 add to B1. Check this at the time of the interview and ask the educator for assistance if necessary.

## C1 Educator's Grade

On the questionnaire list the grade number only.

No Education	0
Sub A	Grade 1
Sub B	Grade 2
Standard 1	Grade 3
Standard 2	Grade 4
Standard 3	Grade 5
Standard 4	Grade 6
Standard 5	Grade 7
Standard 6	Grade 8
Standard 7	Grade 9
Standard 8	Grade 10
Standard 9	Grade 11
Standard 10	Grade 12

On the questionnaire list the grade number only

Educator's quals. Enter the appropriate code number for each ECD qualification into column on the table.

Qualification	Code
ECD Level 1	1
ECD Level 2	2
ECD Level 3	3
ECD Level 1 Draft Unit Standards	4
ECD Level 4 Draft Unit Standards	5
ECD Level 5 Draft Unit Standards	6
Diploma in Education (3 years)	7
Higher Diploma in Education	8
Bachelor in Pre-primary Education	9
N2 - NIC in Educare	10
N3 - NSC in Educare	11
N4 - Certificate in Educare	12
N5 - Certificate in Educare	13
N6 - Certificate in Educare	14
Diploma in Education (N6 plus practical)	15
Masters/PhD in Early Childhood	16
Primary Teachers Diploma	17
Primary Teachers Certificate	18
Nursery School Teachers Certificate	19
Nursery School Assistants Certificate	20
Pre-primary Teachers Certificate	21
Qualification in Social Work	22
Qualification in Nursing	23
UNISA Reception Year Certificate	24
Other	25
None	26
Don't know	27

- Codes 1, 2, 3, 4, 5 and 6 refer to courses offered by the non-governmental ECD training agencies. Levels 1, 2 and 3 were older courses while Level 1, 4 and 5 have

been introduced in the last three years as part of the National ECD Pilot Project though other agencies may be using them. Code such responses as Basic Level training, Babycare, Homebased; as Level 1.

- Codes 7, 8 and 15 refer to courses at Colleges of Education.
- Codes 9 and 16 are offered by a University.
- Codes 10, 11, 12, 13 and 14 are technical college courses NIC is the National Interim Certificate, NSC is the National Senior Certificate.
- Code 17 and 18 refers to the old Primary Teachers Certificate, a Standard 8 plus 2 year certificate. Other names for this level of qualification include Lower Primary Teachers Certificate and Higher Primary Teachers Certificate.
- Codes 19, 21 refer to Pre-primary Training courses which were Standard 8 plus two years.
- Code 20 was a Standard 8 plus 18 month certificate.
- Code 25 other would include courses such as au pair training, Intec and other correspondence courses which do not have an identified level and overseas courses that are neither Diploma nor Degree.

Educators may refer to particular institutions where they received training but simply find out the level of the course and complete the column. If they cannot answer use Code 27 'Don't know'. Codes 4 (ECD Level 1 Draft Unit Standards) was only introduced in 1998. If there is doubt as to which Level 1 has been done, ask when the educator was trained.

Experience                      Give and number to the nearest year e.g. 1, 3, 6

Salaries:                        If the site refuses to disclose salaries, record this as 'Don't know'.

- D1**              Providers              Who provides the ECD service? Tick only one category.
- **Department of Education**  
Special school or Grade R class at a primary school.
  - **Employer**  
Service is provided by employer as part of services to staff e.g. farm crèche, Parliament crèche, university crèche, business or factory run site.

- **Welfare or service organisation**  
The ECD service is provided by a Welfare Organisation (e.g. Child Welfare/Sunshine Villages/ACVV) or a Service Organisation (e.g. an NGO or a Service Club such as Rotary or Round Table, Church Aid in Need, Kindernothilfe, Union of Jewish Women, Islamic Early Learning Foundation etc.).
- **Private owner**  
The ECD site is the property of an individual who provides a service for personal profit/gain.
- **Community Organisation**  
The ECD service is owned by a group of people, usually parents within a particular community. This may be an informal grouping or a locally based organisation.
- **Church, mosque, temple etc.**  
The ECD service is provided by a particular religious congregation.
- **Other**  
Independent (private) school.

<b>D2</b>	Site situated	'attached' means next to the school in the grounds, or part of the school buildings.
<b>D4</b>	Site operation	'seasonally' applies to sites catering for learners during e.g. fruit picking, farm workers during planting or harvesting and fishing season.
<b>D5a</b>	Opening hours	Give the starting time e.g. 7H00, 14H00.
<b>D6</b>	Buildings	If there is more than one building on the site (e.g. a conventional brick structure, prefab) fill in the question for the main structure.
	Good	good condition and structurally sound.
	Adequate	reasonable condition, may require minor repairs and maintenance.
	Inadequate	bad condition and structurally unsound, large cracks. Requires major repairs and maintenance.

**D7**

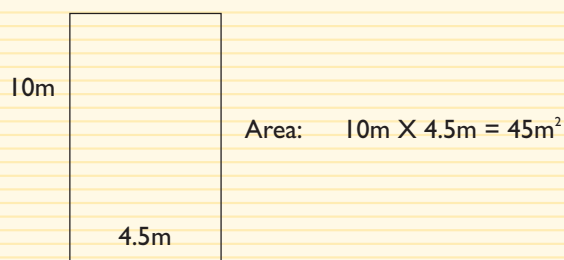
**Playgrounds**

The area/s where learners can play and excludes buildings. If it is not enclosed, ask the educator to show you the point to which learners are allowed to play and pace this. If there is more than one playground add the square meters. If there is no outdoor playground fill in '0' in the square meter box.

Square meter ( $m^2$ ) an area measuring 1 meter long by 1 meter wide. Some examples for calculating the square meters:

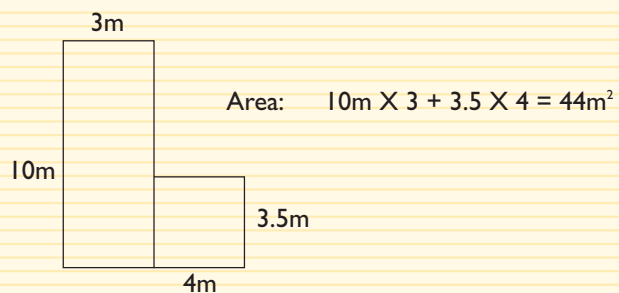
A rectangular or square area.

Pace out length and then breadth. Multiply length by breadth to get the area.



An L shape

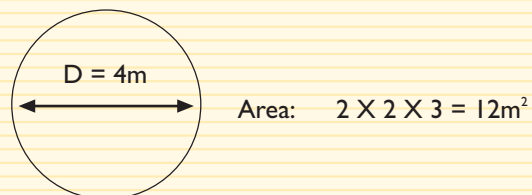
Calculate the larger part of the L and then the other piece and add the two.



A circular area (e.g. a rondaval)

Pace the widest part (the diameter or D)

To get an estimate of the area multiply  $1/2 D \times 1/2 D \times 3$



**D8a**

**Water**

Tapped water refers to tap on site. If there is no water note this in the other, specify box.

<b>D10</b>	Enclosing site	Enclosed by a fence with a gate, walls with a door, hedge with a gate or some other means to provide protection from passing traffic, animals and strangers.
<b>D11</b>	Toilets	If there is no separate toilet for staff, fill in the learner toilet block. A urinal counts as one toilet.
<b>D12</b>	Sanitation, safety	This question should be completed in relation to the context and resources available to the site.
	Sanitation	Good      healthy and clean environment.
		Adequate      could present a health risk, e.g. food uncovered.
		Inadequate      unhygienic and health risk, e.g. floors dirty and/or wet, no provision for handwashing, broken equipment.
	Safety	Good      No dangerous items, clean and hygienic, no rubbish, safe from strangers, traffic, animals, all equipment in good order.
		Adequate      some un-level ground etc.
		Inadequate      presents risk of injury and or illness e.g. dirty water, animal droppings, broken equipment, dangerous objects such as jagged stones, glass etc.
<b>D13</b>	Cooking	If no cooking is done, the other blocks should not be completed.
<b>D14</b>	Learner's ages	Give a range e.g. less than 1 year, between 2 and 3 years etc. The total number of learners should equal B1. The first column is not to be filled in, it simply gives the number of groups.
<b>D15a</b>	Transport	Public/private transport e.g. a car, bicycle, donkey cart, bus, taxi, train. If no children walk, mark this question 'not applicable'.
<b>D16</b>	Fees levels	If the fees are given for a quarter divide by three. If weekly fees are given multiply by four. If no fees are paid write 'not applicable'.
<b>D17</b>	Fee payment	If no fees are paid write 'not applicable'.

**D18**      Income

This question refers to the capital: building and equipment and running costs of the site and not to training and support services offered to the site. Fill in up to four, ranked according to how much income they contribute. One for the highest, four for the lowest. Many different names may be used for government grants. If you are not sure what the educator means, ask which department they applied to/get their grant from.

- Department of Welfare crèche subsidy learners qualify on the basis of parents' income. It is a different amount in different provinces and in some provinces a site may get one of three rates depending on what level of standards it meets.
- Department of Welfare programme/development funding poverty alleviation funds, the Flagship programme, Working for Water support to ECD.
- **Department of Education**  
Departments of Education fund on the basis of salaried posts and/or per capital grants. Responses such as grant in aid, pilot subsidy etc. should be coded in this category. Not all classes at primary schools receive support from the Department of Education, many are community managed.
- **Department of Health**  
This is food subsidy money, learners in pre-primary classes at primary schools may receive food under the Primary School Nutrition Programme. Other responses in this category may include NNSDP, Integrated Nutrition Programme, food aid etc.
- **Local Authority**  
Some Local Authorities supply buildings free and some subsidise the running costs of ECD programmes. Support from Regional Support services to be coded in this category.
- **Fundraising activities**  
Involving parents and undertaken by/at the site e.g. cake sales, big walks etc.
- **Private sector grant**  
Cash donations from a charitable group such as the Nelson Mandela Children's Fund, Ithuba, Transitional National Development Trust.

- **Donations**

These could be in kind e.g. equipment, toy boxes such as those provided by Woolworth's or the Nelson Mandela Children's Fund toy trolleys, feeding schemes. This does not include irregular, small donations in kind.

- **Other**

Public Works, Department of Agriculture etc.

**D19** Support

Quarterly: 4 times a year or every three months.  
Half yearly: twice a year, once in 6 months.  
Annually: once a year.  
Never: less than once a year.

**D20** Management

The management committee is accountable and responsible for overseeing the running of the site especially the financial management and staffing.

**E1** Equipment

Learner support material refers to any objects, educational games and toys, books, worksheets, teacher guides, print and other material which are used as aids to learning.

- **First Aid Kit**

A basic First Aid Kit should include a pair of scissors, tweezers, plasters, bandages, cotton wool, eye bath, medicine spoon, baking soda, disposable plastic gloves, gauze, a triangular piece of material for arm slings, Mercurochrome, Dettol, needle, thermometer or fever strip and a first aid booklet.

- **Floor covering**

Any covering on floor to make it warm to sit on e.g. carpets or carpet off-cuts, blanket, pieces of cardboard, newspaper, woven mats, cork, matted grass.

- **Outdoor equipment**

Sandpit, water container, buckets, spades, scoops, climbing frames, swings, slides, see-saw, balancing beams, bats, balls, skipping ropes, hoops, bean bags, bicycles, tricycles, cars, hoops, skittles, tyres.

- **Children's Books and print material**

Bought books, improvised books, magazines, cards.

- **Construction Equipment**

Construction games are building activities. Equipment includes

a variety of different types of blocks, interlocking toys (things that can be fitted together to make something like Lego or Constructo, straws) and stacking tins or objects.

- **Puzzles and concept toys**

Concept games and activities help learners learn about colour, size, shape, number, pattern, sorting, matching, ordering, similarities and differences. Equipment includes puzzles, threading beads, peg boards, card games (e.g. Heads and Tails), counting games (e.g. Dominoes) and sorting trays.

- **Make-believe Play Equipment**

Dressing up clothes (e.g. hats, handbags, jewellery, walking sticks), child-sized furniture (e.g. stove, bed, dresser, cot, pram) and household equipment (cutlery, crockery, pots, pans, kettle, iron, broom), things for playing shop, clinic, etc.

**Sufficient** There should be something for each learner to sit on and sleep on. For other equipment learners may share, especially if there is a choice of more than one activity at a time. If educators limit the number of learners doing a particular popular activity at one time but there are other things to do, this could still be rated as sufficient.

**Adequate** Means that play materials are cleaned regularly, not torn, rough or broken, that there are sufficient pieces of the construction toys and blocks with which to build something, crayons are long enough for learners to hold properly, books should not have loose or torn pages (could be mended).

**F2**      **Language**      Language of learning and teaching is the language or languages in which the educator interacts with the learners. Tick all languages used.

**F3**      **Programme**      Many sites will have a programme displayed on the wall or educators will have a written programme. This question refers to whether you saw a programme of activities being followed. The second part of the question refers to planning records which would be evidence of planning.

Weekly:    once a week.

Quarterly: 4 times/year or every 3 months.

Annually: once a year.

<b>F4</b>	Activities	<p>Were there several activities for learners to do?</p> <p>This question refers to activities in all the playrooms and outdoors.</p> <p>Outdoor play activities: refers both to supervised free play out of doors or organised outdoor games such as on-on, ndize ndize/hide and seek, impuku nekati/ cat and mouse, ball games.</p>
<b>F5</b>	Work displayed	<p>Children's work includes their group or individual drawings, paintings, cut and stick pictures, plasticine or clay models and sewing, weavings etc.</p>
<b>F 6</b>	Freedom	<p>Explore/experiment means to try out/do/handle things and activities in different ways.</p>
<b>F7</b>	Asking questions	<p>Questions relate to getting information, thinking about things and not questions asking permission to do things.</p>
<b>F9</b>	Special circumstances	<p>Circumstances which might dramatically have affected the building, programme, attendance on the day of the audit, should be entered here e.g. violence in the area, storm damage, a severe outbreak of childhood illness, a recent theft of large amounts of equipment etc.</p>

**If a site refuses to participate note this point here.**

## Part 3: Site questionnaire

### EARLY CHILDHOOD DEVELOPMENT PROVISIONING

Unique site number

(for office use)

Audit control

(for office use)

<b>Name of Enumerator</b>				<b>Time arrived at site</b>	<b>(time)</b>																					
<b>A1 Name of ECD site</b>	(official name of the site or school)				as on	(date)																				
<b>A2 Province</b>	(where site is based)																									
<b>A3 City/Town/Village</b>	(or nearest town/village in rural areas)																									
<b>A4 Physical Address</b>	(centre or building)																									
	(street no)		(street name)																							
	(suburb)																									
	(town)																									
<b>A5 Postal Address</b>	(centre or building or p.o. box)																									
	(street no)		(street name)																							
	(suburb)																									
	(town)																									
<b>A6 Location of site</b> (please tick 4)	Urban - formal				Rural: commercial farm																					
	Urban - Informal				Rural: other																					
<b>A7 Contact person</b>	(name and surname of contact person at / or owner of the site)																									
<b>A8 Telephone + code</b>	(code)		(number)																							
<b>A9 Cellphone</b>	(number)																									
<b>A10 Fax + code</b>	(code)		(number)																							
<b>A11 e-Mail</b>																										
<b>A12 Where is the nearest telephone or cellphone?</b>	(please tick 4)																									
	In the building																									
	Within 5 minutes walk away																									
	More than 5 minutes walk away																									
<b>A13 Are you registered as a ECD service provider?</b>	Yes	No	With whom is the site registered (please tick 4)		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="height: 30px; vertical-align: bottom;">Department of Education</td> <td style="height: 30px; vertical-align: bottom;"></td> </tr> <tr> <td style="height: 30px; vertical-align: bottom;">Department of Welfare</td> <td style="height: 30px; vertical-align: bottom;"></td> </tr> <tr> <td style="height: 30px; vertical-align: bottom;">Local Authority</td> <td style="height: 30px; vertical-align: bottom;"></td> </tr> <tr> <td style="height: 30px; vertical-align: bottom;">Other (specify)</td> <td style="height: 30px; vertical-align: bottom;"></td> </tr> </table>		Department of Education		Department of Welfare		Local Authority		Other (specify)													
Department of Education																										
Department of Welfare																										
Local Authority																										
Other (specify)																										
<b>A14 Access road to the site</b> (please tick 4)	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td colspan="3">Tar road</td> <td colspan="3">Dirt road</td> <td colspan="3">Foot path</td> <td>Distance +/-km</td> </tr> <tr> <td style="height: 30px; vertical-align: bottom;">G</td> <td style="height: 30px; vertical-align: bottom;">A</td> <td style="height: 30px; vertical-align: bottom;">I</td> <td style="height: 30px; vertical-align: bottom;">G</td> <td style="height: 30px; vertical-align: bottom;">A</td> <td style="height: 30px; vertical-align: bottom;">I</td> <td style="height: 30px; vertical-align: bottom;">G</td> <td style="height: 30px; vertical-align: bottom;">A</td> <td style="height: 30px; vertical-align: bottom;">I</td> <td style="height: 30px; vertical-align: bottom;"></td> </tr> </table> <p style="text-align: center; margin-top: 5px;">G = Good, A = Adequate or I = Inadequate and Distance from main route</p>						Tar road			Dirt road			Foot path			Distance +/-km	G	A	I	G	A	I	G	A	I	
Tar road			Dirt road			Foot path			Distance +/-km																	
G	A	I	G	A	I	G	A	I																		
<b>A15 Name of nearest Primary school and distance</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%; height: 30px; vertical-align: bottom;">Name of primary school</td> <td style="width: 30%; height: 30px; vertical-align: bottom;">Distance +/-km</td> </tr> <tr> <td style="height: 30px; vertical-align: bottom;"></td> <td style="height: 30px; vertical-align: bottom;"></td> </tr> </table>						Name of primary school	Distance +/-km																		
Name of primary school	Distance +/-km																									

**D1 Who provides the ECD services? (please tick 4)**

Department of Education	
Employer	
Welfare or service organisation	
Private owner	
Community organisation	
Church, mosque, temple etc	
Other (specify)	
Don't know	

**D2 is the ECD site :- (please tick 4)**

Attached to a primary school?	
A class in primary school?	
A separate, freestanding site?	
At a private home?	
Housed in a multipurpose building such as a community centre or church hall?	
Other	

**D3 How long has the site been operating? (please tick 4)**

Less than one year	
1 to 2 years	
3 to 4 years	
5 years and over	
Don't know	

**D4 How often does the site operate (please tick 4)**

5 days a week	
4 days a week	
3 days a week	
2 days a week	
1 day a week	
Seasonally	

**D5a Hours open per day? Starting at (time)**

Less than 3 hours	
3 to 4 hours	
5 to 6 hours	
8 to 10 hours	
10 to 12 hours	
24 hours when needed	

**D5b Are these boarding facilities for learners?**

Yes	No

**D6 Type and condition of building in which the site operates (please tick 4)**

Type of building	Good	Adequate	Inadequate
Conventional - brick or block walls with tile or zinc roof			
Traditional - mortar or mud walls with zinc or thatch roof			
Shipping container			
Prefab			
Other (specify)			

**D7 Area of learner's play grounds(measure or pace off)**

Outdoors	meter sq.
Learner play ground	

**D8a Water availability (please tick 4)**

Tapped water	
Communal tap outside the site grounds	
Not within walking distance	
Other (specify)	

**D8b Water source (please tick 4)**

Piped / reservoir	
Borehole	
Tanks	
Dams/river	
Other (specify)	
None	

**D9 Power and energy supply (please tick 4)**

Wired and supplied with electricity	
Wired but not supplied with electricity	
Not wired and/or supplied with electricity	
Generators	
Other (specify)	

**D10 Is the site enclosed? (please tick 4)**

High wall, hedge, fence with gate (> 1.8m)	
Low wall, hedge, fence with gate (1 - 1.8m)	
Wall, hedge or fence but no gate	
No wall, hedge or fence	
Other (specify)	

**D11a Type of toilets?** (please tick 4)

Flush system to main sewer	
Flush system to septic tank	
Ventilated improved pit (VIP) latrine	
Pit latrine	
Bucket latrine	
None	

**D11b Number of toilets** (please tick 4)

Type	Number available	Number not working
Staff toilets		
Learner toilets		
Disabled toilets		
Potties		

**D12 General condition of sanitation, hygiene and safety in and around the site** (please tick 4)

	Good	Adequate	Inadequate
Outdoors - learner play area			
Indoor - learner spaces			
Toilets			
Hand washing facilities			
Kitchen			

**D13 Is there a separate kitchen or cooking area and what fuel is used?** (please tick 4)

Yes	No	Electricity	Gas	Paraffin	Wood or coal	No cooking

**D14 Division of learners and number of educators for the usual groups (Area of learners spaces - indoors)**

Room of separated area	Number of learners	Age range of learners	Number of educators	Area meter sq.
1				
2				
3				
4				
5				
6				
7				
8				

**D15a How do most learners get to the site?**

	Number
Walk	
Public/private transport	
Transport provided by the site	
Don't know	

**D15a If they walk, what distance do most of them walk?**

Less than 1 kilometer	
1 to 2 kilometers	
More than 2 kilometers	
Don't know	

**D16 What do learners pay in monthly fees?** (please tick 4)

	Less than R25	R26 to R50	R51 to R75	More than R75
Learners up to three years				
Learners three years and over				

**D17 What percentage of learners/parents pay their own fees regularly?**

0 – 25 %	26 – 50%	51 – 75 %	76 – 100%	Don't know

**D18 What other sources of income, support does the site have? (please rank up to four)**

Department of Welfare - creche subsidies	
Department of Welfare - programme funding	
Department of Education	
Department of Health - food	
Local Authority	
Fundraising	
Private sector grant	
Donations	
Other	
No other sources	
Don't know	

**D19 Tick if and at what intervals the site receives visits for support and/or monitoring from**

	Clinic/health personnel	Department of Education	Welfare Department	Local Authority health inspection	NGO	Other
Monthly						
Quarterly						
Half-yearly						
Annually						
Never						
Don't know						

**D20 Does the site have a management committee comprising educators and parents/community members?**

Yes	No

**E1 Did you observe the following items? (please tick 4)**

	Yes	No	Sufficient		Adequate condition	
			Yes	No	Yes	No
<b>LARGE EQUIPMENT</b>						
First aid box						
Mattresses (or something) to rest on						
Chairs/benches, boxes, cushions to sit on						
Tables or other surfaces to work on						
Shelving/storage						
Comfortable floor covering for sitting on						
Outdoor equipment						
<b>LEARNERS SUPPORT MATERIALS</b>						
Children's books and print material						
Construction equipment (blocks, interlocking toys)						
Puzzles and concept toys						
Make-believe equipment e.g. dressing up, house corner						
Paper						
Crayons						
Paint and brushes						
Scissors (child size)						
Glue						
Posters, charts on walls						

**E2 How much of the materials and equipment was improvised, made from waste, used local materials? e.g. mud for modelling, for paint, stones for counting. (please tick 4)**

None at all	A little	About half	More than half	Most

F1 Indicate which meals are provided and by whom?(please tick 4)

Meal	Site staff	Brought from home
Breakfast		
Morning snack		
Lunch		
Afternoon snack		
Other		

F2 What is the language/s of learning and teaching?(please tick 4)

Afrikaans	English	IsiNdebele	IsiXhosa	IsiZulu	Sepedi	Sesotho	Setswana	SiSwati	Tshivenda	Xitsonga	Other

F3 Did you observe a programme of activities being followed? If yes, is there evidence of advance planning for this programme of activities and at what intervals? (please tick 4)

Yes	No	Day of the visit	Weekly	Monthly/Quarterly	Annually

F4 During the visit was there a variety of other activities for learners to do? If yes, which of the following types of activities did you observe? (please tick 4)

Yes	No	Routine times like toilet routine, rest, meals	
		Large group activities like games, music, story	
		Outdoor play activities	
		Individual or small group activities	

F5 Is the learners work displayed (please tick 4) Yes No

F6 Were the learners given freedom to explore and experiment with the equipment and activities provided? (please tick 4)

Not at all	Some of the time	Most of the time

F7 Did the educators actively encourage the learners to ask questions during most of the activities? (please tick 4)

Not at all	Some of the time	Most of the time

F8 Did the programme activities keep the learners interested and involved? (please tick 4)

Not at all	Some of the time	Most of the time

F9 Were there any special circumstances on the day of the audit which affected the completion of this questionnaire?

Yes	No	If yes, what?

Person/s at the site who supplied the information:			
Name	Position	Signature	Date
Signature of Enumerator		Time completed site audit	
		(time)	

Name of Data Capturer		Signature	Date
(office use)		(office use)	(office use)
Time started data capturing	(office use)	Time completed data capturing	(office use)

## Part 4: Variable lists

File 1

Facility Data (n23,482)

Question No.	Name in SPSS	Variable label in SPSS
Site number	id	Facility ID
A2	a2_prov	Province
A3	a3_town	Town ID
A6	a6	Location
	a6recode	Geographical location of facility
A12	a12	Nearest Phone
A13	a13a	ECD Registered
	a13b	With whom is the site registered?
A14	a14tar	Access Road Condition Tar
	a14dirt	Access Road Condition Dirt
	a14foot	Access Road Condition Foot
	a14dist	Access Road Distance (km)
A15	a15a	Nearest Primary School
	a15dist	Distance To School (km)
	a15brec	Distance to nearest primary school
B1	b1	Total number of learners enrolled
B2	b2a1_nrm	Male learners < 3 years
	b2a2_nrm	Male learners 3-4 years
	b2a3_nrm	Male learners 5-6 years
	b2a4_nrm	Male learners 7+ years
	b2t1_tot	Total male learners
	b2b1_nrf	Female learners < 3 years
	b2b2_nrf	Female learners 3-4 years
	b2b3_nrf	Female learners 5-6 years
	b2b4_nrf	Female learners 7+
	b2t2_tot	Total female learners
	b2t9_tot	Gender total < 3 years
	b2t10_to	Gender total 3-4 years
	b2t11_to	Gender total 5-6 years
	b2t12_to	Gender total 7+ years
	b2t17_to	Gender total - all age groups
	b2c1_nra	African learners < 3 years
	b2c2_nra	African learners 3-4 years
	b2c3_nra	African learners 5-6 years
	b2c4_nra	African learners 7+ years
	b2t3_tot	Total African learners
	b2d1_nrc	Coloured learners < 3 years
	b2d2_nrc	Coloured learners 3-4 years
	b2d3_nrc	Coloured learners 5-6 years
	b2d4_nrc	Coloured learners 7+ years
	b2t4_tot	Total Coloured learners
	b2e1_nri	Indian learners <3 years
	b2e2_nri	Indian learners 3-4 years
	b2e3_nri	Indian learners 5-6 years
	b2e4_nri	Indian learners 7+ years
	b2t5_tot	Total Indian learners
	b2f1_nrw	White learners <3 years
	b2f2_nrw	White learners 3-4 years
	b2f3_nrw	White learners 5-6 years
	b2f4_nrw	White learners 7+ years
	b2t6_tot	Total white learners
	b2g1_nru	Race unspecified learners <3 years
	b2g2_nru	Race unspecified learners 3-4 years
	b2g3_nru	Race unspecified learners 5-6 years
	b2g4_nru	Race unspecified learners 7+ years
	b2t7_tot	Total race unspecified learners
	b2t13_to	Race total <3 years
	b2t14_to	Race total 3-4 years
	b2t15_to	Race total 5-6 years

Question No.	Name in SPSS	Label in SPSS
B2 continued	b2t16_to	Race total 7+ years
	b2t18_to	Race total - all age groups
	class80	Dominant race of learners (80% cut-off point)
	b2h1_nrw	Learners with disabilities < 3 years
	b2h2_nrw	Learners with disabilities 3-4 years
	b2h3_nrw	Learners with disabilities 5-6 years
	b2h4_nrw	Learners with disabilities 7+ years
	lsumdisb	Total nr of learners with disabilities
	l3yrs	Sites with learners younger than 3 years old
	lyrs3_4	Sites with learners 3 and 4 yrs old
	lyrs5_6	Sites with learners 5 and 6 years old
	lyrs7	Sites with learners 7 years and older
	b2tot3yr	Learners younger than 3 yrs
	b2tot3_4	Learners aged 3 and 4
	b2tot5_6	Learners aged 5 and 6
	b2tot7	Learners older than 7
	lrns_att	Learners in attendance
B3	b3a	Number physical (movement) disability (disabled)
	b3b	Number hearing impairment / deaf (disabled)
	b3c	Number w visual impairment / blind (disabled)
	b3d	Number mental disability (disabled)
	b3e	Number cerebral palsied (disabled)
	b3f	Number Severe Behaviour Disorder (disabled)
	b3g	Number of Autistic (disabled)
	b3h	Number Epileptic (disabled)
	b3i	Number multiple disability (disabled)
	b3j	Number Other disabled (disabled)
	b3k	Number Don't Know (disabled)
	b3l	Special Equipment - Phys (Movement) disabled
	b3m	Special Equipment - Deaf
	b3n	Special Equipment - Blind
	b3o	Physical Provision for Phys (Movement) disabled
	b3p	Physical Provision for Deaf
	b3q	Physical Provision for Blind
	disabl1	B3_1 (Physical movement disability) Recoded
	disabl2	B3_2 (Deaf) Recoded
	disabl3	B3_3 (Blind) Recoded
B4	disabl4	B3_4 (Mental) Recoded
	disabl5	B3_5 (Cerebral palsied) Recoded
	disabl6	B3_6 (Severe behavior disorder) Recoded
	disabl7	B3_7 (Autistic) Recoded
	disabl8	B3_8 (Epileptic) Recoded
	disabl9	B3_9 (Multiple) Recoded
	disabl10	B3_10 (Other) Recoded
	disabl11	B3_11 (DK) Recoded
	b4a	Aware of leaners with HIV/AIDS?
	b4b	Number of HIV/AIDS learners
B5	b5a1_nra	Afrikaans learners <3 years
	b5a2_nra	Afrikaans learners 3-4 years
	b5a3_nra	Afrikaans learners 5-6 years
	b5a4_nra	Afrikaans learners 7+ years
	b5t5_tot	Total Afrikaans learners
	b5b1_nre	English learners <3 years
	b5b2_nre	English learners 3-4 years
	b5b3_nre	English learners 5-6 years
	b5b4_nre	English learners 7+ years
	b5t6_tot	Total English learners
	b5c1_nri	IsiNdebele learners <3 years
	b5c2_nri	IsiNdebele learners 3-4 years
	b5c3_nri	IsiNdebele learners 5-6 years
	b5c4_nri	IsiNdebele learners 7+ years

Question No.	Name in SPSS	Label in SPSS
B5 continued	b5t7_tot	Total IsiNdebele learners
	b5d1_nri	IsiXhosa learners <3 years
	b5d2_nri	IsiXhosa learners 3-4 years
	b5d3_nri	IsiXhosa learners 5-6 years
	b5d4_nri	IsiXhosa learners 7+ learners
	b5t8_tot	Total IsiXhosa learners
	b5e1_nri	IsiZulu learners <3 years
	b5e2_nri	IsiZulu learners 3-4 years
	b5e3_nri	IsiZulu learners 5-6 years
	b5e4_nri	IsiZulu learners 7+ years
	b5t9_tot	Total IsiZulu learners
	b5f1_nrs	Sepedi learners <3 years
	b5f2_nrs	Sepedi learners 3-4 years
	b5f3_nrs	Sepedi learners 5-6 years
	b5f4_nrs	Sepedi learners 7+ years
	b5t10_tot	Total Sepedi learners
	b5g1_nrs	Sesotho learners <3 years
	b5g2_nrs	Sesotho learners 3-4 years
	b5g3_nrs	Sesotho learners 5-6 years
	b5g4_nrs	Sesotho learners 7+ years
	b5t11_tot	Total Sesotho learners
	b5h1_nrs	Setswana learners <3 years
	b5h2_nrs	Setswana learners 3-4 years
	b5h3_nrs	Setswana learners 5-6 years
	b5h4_nrs	Setswana learners 7+ years
	b5t12_tot	Total Setswana learners
	b5i1_nrs	Siswati learners <3 years
	b5i2_nrs	Siswati learners 3-4 years
	b5i3_nrs	Siswati learners 5-6 years
	b5i4_nrs	Siswati learners 7+ years
	b5t13_tot	Total SiSwati learners
	b5j1_nrt	Tshivenda learners <3 years
	b5j2_nrt	Tshivenda learners 3-4 years
	b5j3_nrt	Tshivenda learners 5-6 years
	b5j4_nrt	Tshivenda learners 7+ years
	b5t14_tot	Total Tshivenda learners
	b5k1_nrx	Xitsonga learners <3 years
	b5k2_nrx	Xitsonga learners 3-4 years
	b5k3_nrx	Xitsonga learners 5-6 years
	b5k4_nrx	Xitsonga learners 7+ years
	b5t15_tot	Total Xitsonga learners
	b5l1_nro	Other language learners <3 years
	b5l2_nro	Other language learners 3-4 years
	b5l3_nro	Other language learners 5-6 years
	b5l4_nro	Other language learners 7+ years
	b5t16_tot	Total other language learners
C1	c1male	Number of male educators
	c1fem	Number of female educators
	c1nogen	Number of gender-unknown educators
	c1r_a	Number of Educators Popgroup A (Aggregate Data)
	c1r_c	Number of Educators Popgroup C (Aggregate Data)
	c1r_i	Number of Educators Popgroup I (Aggregate Data)
	c1r_w	Number of Educators Popgroup W (Aggregate Data)
	c1r_u	Number of Educators Popgroup Unspecified (Aggregate Data)
	c1inca	Number of educators earning <R500
	c1incb	Number of Educators Earning R501-R1500 (Aggregate Data)
	c1incc	Number of Educators Earning R1501-R3000 (Aggregate Data)
	c1incd	Number of Educators Earning >R3000 (Aggregate Data)
	c1ince	Number of Educators Unspecified, Don't know marked (Aggregate Data)
	c1totg	Number of educators
	c1incu	Number of Educators Unspecified, Don't know not marked (Aggregate Data)

Question No.	Name in SPSS	Label in SPSS
C1 continued	ratiolrn	Ratio of learners to educator
D1	d1	Who provides the ECD services?
	d1_other	Other value (Who provides the ECD services?)
D2	d2	What Building
	d2_other	Other value (Building)
	d2recode	Nature of site
D3	d3	How long has the site been operating?
D4	d4	How often does the site operate?
D5a	d5a1	Starting time
	d5a2	Hours open per day
D5b	d5b	Are there boarding facilities?
D6	d6a	Type of building
	d6b	Condition of building
	d6_other	Other value (Type of building)
D7	d7	Area of learners' play ground
	ratio1	Ratio of play area by learners present
	ratioadj	Ratio of play area by learners present (adjusted)
	ratio_2	Ratio categories (median)
D8a	d8a	Water Availability
	d8a_oth	Other value (Water availability)
D8b	d8b1	Piped water
	d8b2	Borehole
	d8b3	Tanks
	d8b4	Dams/river
	d8b5	Other
	d8b6	None
	d8b_oth	Other value (water source)
	nwater	Water source (recoded)
D9	d9	Power/Energy supply
	d9_oth	Other value (power supply)
	power	Power (recoded)
	nresourc	Three resources
D10	d10	Is the site enclosed?
	d10_oth	Other value (Is the site enclosed?)
D11a	d11a	Type of toilets
	toilet	Toilets (recoded)
D11b	d11b1	Number of staff toilets
	d11b2	Number of learner toilets
	d11b3	Number of disabled toilets
	d11b4	Number of potties
	d11b5	Number of staff toilets not working
	d11b6	Number of learner toilets not working
	d11b7	Number of disabled toilets not working
D12	d12a	General condition - Outdoors
	d12b	General condition - Indoors
	d12c	General condition - toilets
	d12d	General condition - hand washing facilities
	d12e	General condition - kitchen
D13	d13a	Is there a separate kitchen?
	d13b	Electricity used (kitchen)?
	d13c	Gas used (kitchen)?
	d13d	Paraffin used (kitchen)?
	d13e	Wood or coal used (kitchen)?
	d13f	No cooking
D14	d14ratio	Area per learner
	d14cat	Area per learner (categories)
D15a	d15a1	Number walk
	d15a2	Number public/private transport
	d15a3	Number site-provided transport
	d15a4	Number unknown transport

Question No.	Name in SPSS	Label in SPSS
D15b	d15b	Distance to walk
D16	d16a	Fees - Learners up to 3 years
	d16b	Fees - Learners 3 & over
D17	d17	Learners/parents regularly paying their own fees
D18	d18a	Funding from Department of Welfare - creche subsidies (rank)
	d18b	Funding from Department of Welfare - programme funding (rank)
	d18c	Funding from Department of Education (rank)
	d18d	Funding from Department of Health - food (rank)
	d18e	Funding from Local Authority (rank)
	d18f	Funding from fundraising activities (rank)
	d18g	Funding from private sector (rank)
	d18h	Funding from Donations (rank)
	d18i	Funding from Other (rank)
	d18j	Funding from No Other Sources (rank)
	d18k	Funding from Don't know (rank)
D19	d19a	Visits from Clinic/Health Personnel
	d19b	Visits from Department of Education
	d19c	Visits from Welfare Department
	d19d	Visits from Local Authority health inspection
	d19e	Visits from NGO
	d19f	Visits from Other
	visita	D19_1 (Health personnel) Recoded
	visitb	D19_2 (DoE) Recoded
	visitc	D19_3 (DWelfare) Recoded
	visitd	D19_4 (Local Authority) Recoded
	visite	D19_5 (NGO) Recoded
	visitf	D19_6 (Other) Recoded
D20	d20	Management Committee
E1	ela1	Observed first aid box
	ela2	Observed mattresses
	ela3	Observed chairs/benches
	ela4	Observed tables
	ela5	Observed shelving
	ela6	Observed floor covering
	ela7	Observed outdoor equipment
	ela8	Observed books & printed material
	ela9	Observed construction equipment
	ela10	Observed puzzles
	ela11	Observed make-believe equipment
	ela12	Observed paper
	ela13	Observed crayons
	ela14	Observed paint & brushes
	ela15	Observed scissors
	ela16	Observed glue
	ela17	Observed posters & charts
	elb1	Sufficient first aid box
	elb2	Sufficient mattresses
	elb3	Sufficient chairs/benches
	elb4	Sufficient tables
	elb5	Sufficient shelving
	elb6	Sufficient floor covering
	elb7	Sufficient outdoor equipment
	elb8	Sufficient books & printed material
	elb9	Sufficient construction equipment
	elb10	Sufficient puzzles
	elb11	Sufficient make-believe equipment
	elb12	Sufficient paper
	elb13	Sufficient crayons
	elb14	Sufficient paint & brushes
	elb15	Sufficient scissors
	elb16	Sufficient glue

Question No.	Name in SPSS	Label in SPSS
E1 continued	elb17	Sufficient posters & charts
	elc1	Adequate condition first aid box
	elc2	Adequate condition mattresses
	elc3	Adequate condition chairs/benches
	elc4	Adequate condition tables
	elc5	Adequate condition shelving
	elc6	Adequate condition floor covering
	elc7	Adequate condition outdoor equipment
	elc8	Adequate condition books & printed material
	elc9	Adequate condition construction equipment
	elc10	Adequate condition puzzles
	elc11	Adequate condition make-believe equipment
	elc12	Adequate condition paper
	elc13	Adequate condition crayons
	elc14	Adequate condition paint & brushes
	elc15	Adequate condition scissors
	elc16	Adequate condition glue
	elc17	Adequate condition posters & charts
E2	e2	How much equipment was improvised?
F1	f1a	Breakfast
	f1b	Morning Snack
F1	f1c	Lunch
	f1d	Afternoon snack
F2	f1e	Other meals
	f2a	Afrikaans used
	f2b	English used
	f2c	IsiNdebele used
	f2d	IsiXhosa used
	f2e	IsiZulu used
	f2f	Sepedi used
	f2g	Sesotho used
	f2h	Setswana used
	f2i	Siswati used
	f2j	TshiVenda used
	f2k	Xitsonga used
	f2l	Other language used
	f2m	Programme of activities being followed?
F3	f3a	Interval of advance planning of activities
F4	f4a	Was there a variety of other activities for learners to do?
	f4b	Routine times
	f4c	Large group activities
	f4d	Outdoor play activities
	f4e	Individual / small group activities
F5	f5	Is the learners' work displayed?
F6	f6	Freedom to explore & experiment
F7	f7	Encourage to ask questions?
F8	f8	Activities keep learners interested & involved?
F9	f9a	Special circumstances on day of audit?
	f9b	Special circumstances (if yes, what?)
Date	dateofau	Date of Audit
Indices	i_prog	Programme index score
	i_infra	Infrastructure index score
	i_supp	Support index score
	i_edprof	Educator profile (mean score on educator index per facility)
	i_grand	Overall index score
	iprocat	Educational Programme Index (categories)
	infrcat	Infrastructure Index (categories)
	isuppcat	Support Index (categories)

Question No.	Name in SPSS	Variable label in SPSS
Site number	id	Facility ID
A2	prov	Province
A6	newlocat	Geographical location of facility
A13	a13a	ECD Registered
	a13b	With whom is the site registered?
C1	designat	Designation or job title
	age	Age
	newage	Age recoded (between 16 and 80)
	agecat	Age categories
	agerec	Age categories recoded
	ageintvl	Age intervals
	gender	Gender
	race	Race
	schoolgr	Highest school grade achieved
	graderec	School grade (categories)
	ecdquali	Highest ECD qualification received
	qualif	Qualification (recode)
	qualif2	Qualification (recode)
	nryearse	Number of years ECD experience
	exprec	Teaching experience (categories)
	monthsal	Monthly salary (category)
	sumlrner	Total number of learners at facility
	d2recode	Nature of site
	ieducat	Educator Profile Index (categories)

## ANNEXURE 2

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