

DATA ANALYSIS OF OPEN-ENDED QUESTIONNAIRES.

Higher education qualifications for Early Childhood Development educators: Conditions for successful policy implementation

CODED DATA CATEGORIES OF ENABLING FACTORS EXTRACTED FROM THE RESPONSES TO QUESTIONS A4, A6, B2, 3 & 4 AND B5

	Colour is linked to a category	A4	The letter and first number is the number of the question.	A4 7	The 2 nd number is the number in the list of categories for that question.	(4)	The number in brackets is the number of people whose responses to the question were similar and are linked to that category
ADVANTAGES							CODING
THE MRQECDE POLICY CONTRIBUTES TO THE RECOGNITION OF THE VALUE OF ECD AND ECD EDUCATORS AND WILL IMPROVE THE STATUS							A4 6 (4)
							A6 (2)
THE IMPLEMENTATION OF PROGRAMMES IN MRQECDE WILL CONTRIBUTE TO IMPROVED QUALITY OF PROGRAMMES FOR BIRTH TO FOUR THROUGH QUALITY TEACHER EDUCATION							VALUE, RECOGNITION AND STATUS
PRACTITIONERS WHO REGISTER FOR QUALIFICATIO S WILL IMPROVE THEIR COMPETENCY							A4 10 (3)
THE MRQECDE POLICY PROVIDES FOR ACCESS TO HIGHER EDUCATION QUALIFICATIONS THROUGH RPL AND CAT WHICH EMBRACES THE CONCEPT OF LIFE-LONG LEARNING							B5 6 (3)
VERTICAL, DIAGONAL AND HORIZONTAL ARTICULATION WITH OTHER QUALIFICATIONS IS POSSIBLE (EG. BETWEEN ECCE AND FP QUALIFICATIONS AND VICE VERSA)							QUALITY THROUGH COMPETENCY
THE MRQECDE POLICY PROVIDES A PROFESSIONAL DEVELOPMENT PATHWAY WHICH MAY ENCOURAGE BIRTH TO FOUR PRACTITIONERS TO STAY IN THE FIELD							A4 1 (5)
THE POLICY PROVIDES AN OPPORTUNITY TO OBTAIN FURTHER QUALIFICATIONS / UPGRADE THEIR QUALIFICATIONS							A6 8 (2)
THE MRQECDE POLICY PROVIDES GUIDELINES FOR PROGRAMME DEVELOPMENT FOR ECD BIRTH TO FOUR HIGHER EDUCATION QUALIFICATIONS							ESSENTIAL PROG DEV GUIDELINES
THE MRQECDE POLICY PROVIDES FOR PROGRAMMES THROUGH WHICH COMPETENT LEADERSHIP CAN BE DEVELOPED							A4 2 (1)
							A6 10 (1)
							ESSENTIAL PROG DEV GUIDELINES
							A4 9 (6)
							A6 1 (1)
							B5 9 (3)
							B5 4 (4)
							PROFESSIONALISATION OF THE ECD EDUCATOR SUB-SECTOR
							A4 3 (1)
							A6 6 (1)
							ESSENTIAL PROG DEV GUIDELINES
							A4 4 (1)
							COMPETENT LEADERSHIP DEV
							A4 8 (3)

ECD EDUCATORS WHO SUCCESSFULLY COMPLETE AND GRADUATE WITH HIGHER EDUCATION QUALIFICATIONS WILL CONTRIBUTE TO THE PROFESSIONALIZATION OF ECD EDUCATION SUB-SECTOR	PROFESSIONALISATION OF THE ECD EDUCATOR SUB-SECTOR	
THE MRQECDE POLICY PROVIDES AN OPPORTUNITY TO REVIEW AND REDEFINE QUALITY EARLY CHILDHOOD TEACHER EDUCATION ACROSS THE WHOLE FIELD	A4 11 (1)	REVIEW QUALITY EC TEACHER ED
THE MRQECDE POLICY PROVIDES PROFFESIONAL QUALIFICATIONS NOT PREVIOUSLY AVAILABLE	A4 7 (1)	PROFESSIONALISATION OF THE ECD EDUCATOR SUB-SECTOR
THE MRQECDE POLICY COULD ASSIST IN CREATING A COMMON UNDERSTANDING OF AND INTER-RELATIONSHIP BETWEEN DIFFERENT DISCIPLINES	A4 14 (1)	UNDERSTAND DIFF DISCIPLINES AND RELATIONSHIP
THE IMPLEMENTATION OF THE MRQECDE POLICY EXPANDS THE LANDSCAPE OF TRAINING IN THE FIELD	A4 15 (1)	EXPANDS TRAINING LANDSCAPE
THERE IS CURRENTLY AN INCREASED RECOGNITION OF THE IMPORTANCE OF ECD AND A STRONG FOCUS ON THE SECTOR NEEDS	A6 3 (4)	
THERE IS EVIDENCE OF GREATER COLLABORATION STARTING TO TAKE PLACE AMONGST STAKEHOLDERS IN THE SECTOR	A6 4 (9)	A4 11 (1)
THE MRQECDE POLICY IS ENABLING COLLABORATION/CONVERSATIONS AROUND IMPORTANT ISSUES IN ECCE (A4)	ENCOURAGES COLLABORATION AMONGST STAKEHOLDERS AND A FOCUS ON SECTOR NEEDS	
HIGHER EDUCATION QUALIFICATIONS SHOULD BE A REQUIRMENT FOR BIRTH TO FOUR EDUCATORS	B2 1 (7)	HE QUAL FOR EDUCATORS
HIGHER EDUCATION QUALIFICATIONS SHOULD BE A REQUIREMENT FOR ECD CENTRE MANAGERS/PRINCIPALS	B3 1 (9)	HE QUAL FOR PRINCIPALS
HIGHER EDUCATION QUALIFICATIONS SHOULD BE A REQUIREMENT FOR ECD SUPERVISORS	B3 1 (11)	HE QUAL FOR SUPERVISORS
PROGRAMME DEVELOPMENT ALREADY IN PROGRESS AND UNIVERSITIES ARE EMPLOYING STAFF IN PREPARATION FOR PROGRAMME DELIVERY	A6 (5)	
EXISTING PRACTITIONERS AND TRAINERS ARE A READY TARGET MARKET FOR ADVOCACY FOR PROFESSIONALISATION THROUGH HIGHER EDUCATION QUALIFICATIONS	A6 7 (2)	
RECOGNITION BY ECD STAKEHOLDERS THAT A RANGE OF ECD EDUCATOR PROGRAMMES CAN BE PROVIDED TO FULFILL THE NEEDS OF THE SECTOR FOR QUALITY SERVICE DELIVERY, INCLUDING HE PROGRAMMES	A6 9 (1)	
MODES OF DELIVERY OF PROGRAMMES WILL BE BOTH CONTACT AND DISTANCE	A6 11 (1)	POSITIVE RESPONSE FROM HEIs

CODED DATA CATEGORIES OF CONSTRAINTS FROM THE RESPONSES TO QUESTIONS A5, A6, B5, B7							
CONSTRAINTS			CODING				
THE ECD SYSTEM IS NOT READY TO ACCOMMODATE A WORKFORCE WITH PROFESSIONAL QUALIFICATIONS, EG. NO PLANS FOR EMPLOYMENT OR REMUNERATION (A5) (A4)			A5 1 (10)	B7 6 (4)	B7 11 (1)	A6 16 (1)	A4 16 (2)
ABSENCE OF A SYSTEM THAT PROVIDES STANDARDS FOR APPROPRIATE REMUNERATION /BEING ABLE TO EARN A SALARY COMMENSURATE WITH YOUR QUALIFICATIONS (B7)			SYSTEMIC BARRIERS				
NO PLANS TO PROVIDE JOB OPPORTUNITIES AND EMPLOYMENT/ACCESS TO EMPLOYMENT OPPORTUNITIES (B7)							
EMPLOYMENT/JOB OPPORTUNITIES (A6)							
THE ECD SYSTEM’S LACKS CAPACITY TO REGULATE THE SECTOR (REGISTRATION OF CENTRES, LACK OF EXPERTISE TO SUPPORT ECD SERVICES, SUPPLY AND DEMAND DATA, MONITORING OF CENTRE OPERATIONS, INFRASTRUCTURE) (B7)			A5 12 (1)	A5 15 (3)	B7 4 (1)	B7 14 (1)	
LACK OF GOVERNMENT CAPACITY TO SUPPORT AND MONITOR THE WORKFORCE AND THE SECTOR (B7)			NEED FOR A REGULATED AND SUPPORTED ECD SECTOR				
LACK OF DATA ON SUPPLY AND DEMAND OF ECD EDUCATORS IN PROVINCES TO INFORM PLANNING (A5)							
THE ECD SYSTEM LACKS CAPACITY TO SUPPORT AND REGULATE THE SECTOR							
ABSENCE OF SUPPORT FOR PROFESSIONAL DEVELOPMENT (OPPORTUNITIES AND INCENTIVES, ENABLING CONDITIONS) (B7)			B7 2 (1)	B5 7 (1)	A6 13 (2)	B5 5 (1)	
SUPPORT FOR PROFESSIONAL DEVELOPMENT/UPTAKE OF QUAL (BURSARIES, TIME OFF, TEACHING RELIEF, ETC) (A6)							

A SYSTEM THAT PROVIDES PROFESSIONAL DEVELOPMENT OPPORTUNITIES ALSO NEEDS TO PROVIDE SUPPORT FOR PURSUING SUCH OPPORTUNITIES (EG BURSARIES, LEAVE AND TEACHER RELIEF) (B5)	NEED FOR A REGULATED AND SUPPORTED ECD SECTOR			
MAY HAVE NEGATIVE IMPACT ON CENTRES AS THERE IS NO PROVISION FOR TEACHING RELIEF FOR STUDENTS WHO ARE STUDYING (B5)				
DIVERSE EXISTING QUALIFICATIONS COMPLICATING RPL AND CAT (B7)	B7 12 (1)	B7 13 (1)	A5 13 (3)	A6 16 (4)
THE LARGE NUMBER OF ECD EDUCATORS THAT NEED TO BE ACCOMMODATED HAS NUMEROUS IMPLICATIONS FOR BEING ABSORBED INTO A PROFESSIONALISED SECTOR (B7)	SYSTEMIC BARRIERS			
ABSENCE OF A STRATEGIC PLAN FOR THE IMPLEMENTATION OF THE POLICY INCLUDING FINANCIAL IMPLICATIONS (A5)				
STRATEGIC PLANNING FOR POLICY IMPLEMENTATION ACROSS GOVERNMENT DEPARTMENTS AND KEY STAKEHOLDERS (A6)				
ECD IS NOT VALUED AS A PROFESSION AND HAS LITTLE STATUS AND RECOGNITIONS (B7)	B7 1 (1)	AD5 (2)		
LOW STATUS AND RECOGNITION A BARRIER TO ATTRACTING STUDENTS (A5)				
LACK OF COLLABORATION BETWEEN DIFFERENT ECD STAKEHOLDERS (B7)	A5 4 (3)		B7 7 (3)	
COMPETING STAKEHOLDER INTERESTS COULD RESULT IN ECD TRAINING PROVIDERS WORKING IN OPPOSITION TO ONE ANOTHER (B7)	BARRIERS WITHIN THE SECTOR			
HEIs CAPACITY TO DELIVER THE QUALIFICATIONS IN TERMS OF PEDAGOGY AS WELL AS THE NUMBER OF STUDENTS THAT THEY ARE ABLE TO WORK WITH ANNUALLY (B7)	A5 2 (7)	B7 10 (1)	A5 8 (1)	A5 9 (5)
UNIVERSITY CAPACITY CONSTRAINTS IN TERMS OF LECTURERS WITH EXPERIENCE OF ECD BIRTH TO FOUR (A5)	UNIVERSITY LECTURER AND SYSTEMS CAPACITY			
DEVELOPING SYSTEMS FOR ENSURING THAT STUDENTS ARE CLEARED IN TERMS OF THE PROVISIONS OF THE CHILDREN’S ACT, AS PERSONS SUITABLE TO WORK WITH BABIES, TODDLERS AND YOUNG CHILDREN (A5)				
UNIVERSITIES’ WILLINGNESS TO ACCOMMODATE EXISTING PRACTITIONERS THROUGH RPL AND TO ADAPT TO BIRTH TO FOUR TEACHER EDUCATION				
MANY EXISTING PRACTITIONERS WILL BE EXCLUDED FROM PURSUING PROFESSIONAL QUALIFICATIONS BECAUSE THEY WON’T MEET THE UNIVERSITIES’ ENTRY REQUIREMENTS (B7) (B5)	A5 3 (1)	B7 3 (2)	B7 15 (1)	B5 1 (7)

ADVANCED AGE OF MANY EXISTING PRACTITIONERS – THEY ARE UNLIKELY TO TAKE UP THE QUALIFICATIONS AND/OR WON'T MEET THE UNIVERSITIES' ENTRY REQUIREMENTS BUT NEED TO BE ACCOMMODATED IN THE SYSTEM (B7)	BARRIERS WITHIN THE SECTOR
STUDENT'S LIMITED ACADEMIC CAPACITY (A5)	

Higher education qualifications for Early Childhood Development educators: Conditions for successful policy implementation

Identifying the gaps/challenges for successful implementation of the MRQECDE policy

CODED DATA CATEGORIES FOR QUESTIONS B1, B5, B6, B7

IDENTIFYING THE GAPS/CHALLENGES FOR SUCCESSFUL IMPLEMENTATION OF THE MRQECDE POLICY						
PROFESSIONAL DEVELOPMENT SUPPORT						
SUPPORT FOR PROFESSIONAL DEVELOPMENT (OPPORTUNITIES, INCENTIVES AND ENABLING CONDITIONS)	B1 2 (3)	B7	B5 5 (1)	B6 10 (2)	B6 7 (1)	

PROVISION FOR REGISTRATION WITH A PROFESSIONAL BODY	B1 5 (3)	B1 1 (6)	B6 4 (4)		
APPROPRIATE REMUNERATION FOR PROFESSIONALLY QUALIFIED EDUCATORS					
RECOGNITION OF STATUS OF PROFESSIONALLY QUALIFIED EDUCATORS THROUGH A SYSTEM THAT PROVIDES STANDARDS FOR APPROPRIATE REMUNERATION	B1 6 (4)	B6 11 (6)	B7 6 (4)		
EMPLOYMENT OPPORTUNITIES AND STANDARDS FOR CONDITIONS OF SERVICE					

	B1 7 (1)	B7 11 (1)	B6 9 (1)	B6 14 92)	B1 4 (1)
A SYSTEMS THAT ENABLES THE SECTOR TO PROMOTE THE RECOGNITION OF THE PROFESSION AND ACCOMPANYING STATUS B1	B1 13 (3)			B7 1 (1)	
RECOGNITION OF THE VALUE OF THE ECD SECTOR AND ACCOMPANYING STATUS B 7					
SYSTEM IS NOT READY FOR MAKING HIGHER EDUCATION QUALIFICATIONS A REQUIREMENT					
STANDARDS THAT INFORM QUALIFICATIONS AND MONITORS THE QUALITY OF TRAINING					
	B1 14 (2)		B1 3 (1)	B6 24 (1)	
IMPLEMENTING WORK INTEGRATED LEARNING					

SUFFICIENT RESOURCES FOR IMPLEMENTING WORK INTEGRATED LEARNING	B6 25 (1)			
POOR INFRASTRUCTURE OF MANY ECD CENTRES WHICH ARE NOT CONDUCTIVE TO GOOD PRACTICE	B7 16 (1)			
DEVELOPING SYSTEMS FOR ENSURING THAT STUDENTS ARE CLEARED IN TERMS OF THE PROVISIONS OF THE CHILDREN'S ACT, AS PERSONS SUITABLE TO WORK WITH BABIES, TODDLERS AND YOUNG CHILDREN				
CAPACITY TO REGULATE THE SECTOR (REGISTRATION OF CENTRES, LACK OF EXPERTISE TO SUPPORT ECD SERVICES, SUPPLY AND DEMAND DATA, MONITORING OF CENTRE OPERATIONS)	B6 20 (1)	B1 9 (1)	B7 4 (1)	B7 11 (1)
FISCAL CONSTRAINTS (FOR SALARIES, INFRASTRUCTURE, BENEFITS FOR PROFESSIONAL ECD EDUCATORS)	B7 8 (6)			
ACCOMMODATING EXISTING PRACTITIONERS IN PROFESSIONALISING THE SECTOR				

STUDENT ACADEMIC CAPACITY A BARRIER AS MANY PRACTITIONERS WILL BE EXCLUDED	B7 3 (2)
MANY WILL BE EXCLUDED BECAUSE WON'T MEET ENTRY REQUIREMENTS	
ADVANCED AGE OF MANY EXISTING PRACTITIONERS – THEY ARE UNLIKELY TO TAKE UP THE QUALIFICATIONS, BUT NEED TO BE ACCOMMODATED	B7 15 (1)
STAKEHOLDER RESISTANCE AND COMPETING INTERESTS	
RESISTANCE BY DIFFERENT ECD SECTOR STAKEHOLDERS OR STAKEHOLDER GROUPS TO REGULATING THE SECTOR	B7 5 (3)
COMPETING STAKEHOLDER INTERESTS	B7 7 (2)
MAY CREATE CONFLICT, RESENTMENT AND RESISTANCE	
NGO's FEEL THREATENED AS THEY MAY LOSE STUDENTS	
UNIVERSITIES' CAPACITY	
HEIs CAPACITY TO DELIVER THE QUALIFICATIONS IN TERMS OF PEDAGOGY AS WELL AS THE NUMBER OF STUDENTS THAT THEY ARE ABLE TO WORK WITH ANNUALLY	B7 10 (1)
DIVERSE EXISTING QUALIFICATIONS COMPLICATING RPL AND CAT	B7 12 (1)

LENGTH OF STUDY PERIOD WILL BE AN OBSTACLE	
RPL AND CAT APPLIED BY UNIVERSITIES – UNIVERSITIES WILLINGNESS TO ACCOMODATED EXISTING PRACTITIONERS AND TO ADAPT TO BIRTH TO FOUR TEACHER EDUCATION	
ABSENCE OF A STRATEGIC, COSTED IMPLEMENTATION PLAN	
ATTRACTING STUDENTS TO THE FIELD	
RETAINING EXPERIENCED PRACTITIONERS	
THE ECD SYSTEM IS NOT READY TO ACCOMMODATE A WORKFORCE WITH PROFESSIONAL QUALIFICATIONS,	

ECD EDUCATORS SHOULD BE ABLE TO REGISTER WITH A PROFESSIONAL BODY	B6
SETTING UP A SYSTEM THAT PROVIDES STANDARDS TO INFORM CONTINUOUS PROFESSIONAL DEVELOPMENT	B6
DEVISE A STRATEGIC PLAN FOR WIL WHICH INCLUDES DEDICATED FUNDING FOR MENTORSHIP PROGRAMMES TO ENSURE QUALITY MENTORSHIP CAPACITY IN CENTRES	B6
UPGRADING OF ECD CENTRE INFRASTRUCTURE	B6
DEVELOP A SYSTEM THAT PROVIDES EMPLOYMENT OPPORTUNITIES AND REGULATES SUCH EMPLOYMENT CONDITIONS, INCLUDING CONDITIONS OF SERVICE FOR ECD EDUCATORS	B6
DEVELOP A SYSTEM THAT PROVIDES STANDARDS TO INFORM CONTINUOUS PROFESSIONAL DEVELOPMENT AS IN THE TEACHER EDUCATION SECTOR AND SUPPORTS SUCH DEVELOPMENT	B6
DEVELOP A SYSTEM THAT PROVIDES STANDARDS FOR APPROPRIATE REMUNERATION SALARY COMMENSURATE WITH QUALIFICATIONS	B6
ADVOCATE FOR THE RECOGNITION OF THE PROFESSION AND STATUS OF ECD EDUCATORS	B6
UNIVERSITIES MUST MAKE USE OF RPL TO ACCOMMODATE STUDENTS WHO MAY NOT MEET ENTRANCE REQUIREMENTS BUT HAVE AN ECD QUALIFICATION AND/OR ARE EXPERIENCED PRACTITIONERS	B6
DEVELOP A STRATEGIC PLAN FOR IMPLEMENTATION OF THE POLICY WHICH INCLUDES CREATING A DATABASE OF EXISTING PRACTITIONERS AND THEIR QUALIFICATIONS IN ORDER TO DETERMINE SUPPLY AND DEMAND NEEDS.	B6
PAY ATTENTION TO ECD TEACHER EDUCATORS TRAINING AND QUALIFICATIONS	B6
DEVELOP A SYSTEM THAT CAN ACCOMMODATE PRACTITIONERS AND EDUCATORS WHO HAVE A RANGE OF ECD QUALIFICATIONS	B6

Sub-question: How can the identified gaps/ challenges be addressed to enable successful implementation of the policy?