

### QUESTIONNAIRE

#### **Professionalising the Early Childhood Care and Education (birth to 4) Workforce through a policy-driven initiative.**

*Thank you for agreeing to participate in my study. Kindly complete the questionnaire by answering the questions as fully as possible, and in as much detail as you wish to. The completed questionnaire can be returned to [Adendorffz@dhet.gov.za](mailto:Adendorffz@dhet.gov.za)*

**Participant:**

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#### **A. Implementation of the *Policy on Minimum Requirements for Programmes Leading to Qualifications in Higher Education for Early Childhood Educators***

The <sup>1</sup>MRQECDE policy, aimed at producing a graduate birth to 4 years educator workforce has far reaching consequences for the ECD sector. In light of this, please provide your considered responses to the questions below:

1. What is the role of the organisation/institution/department where you work in relation to early childhood development?

Training of ECD practitioners levels 4.

2. In your opinion, what implications does the MRQECDE policy have for your work, if any?

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<sup>1</sup> Minimum Requirements for Programmes leading to Qualifications in Higher Education for Early Childhood Development Educators

The MRQECDE will assist our students by gaining university entry into a BEd degree. The Higher diploma will guarantee a smooth transition from the college to the university.

3. Do you think that your organisation/institution/department may have a role to play in contributing to the successful implementation of the MRQECDE policy? If so, what would this entail?

Answer deleted for protection of privacy

4. Do you see the implementation of the MRQECDE policy as a positive initiative for the ECD sector? Why, or why not?

Most definitely, it is very positive and long overdue. Students with L4 and N6 found it extremely difficult to go to university. The Higher Certificate will guarantee a smooth entrance into a university degree.

5. What do you see as the constraining factors that may hinder or prevent the successful implementation of this policy?

Perhaps a shortage of money. If students do not receive NSFAS funding it will be difficult for them to purchase text books or will find the transport expenses challenging.

6. What do you see as the enabling factors which would contribute to the successful implementation of this policy?

The students at the college who are doing Education and Development courses will have an advantage over a student who has left the school. The college ECD student would have been exposed to the practical side of an ECD centre, which will contribute to the implementation of the policy. There is already a target market.

7. Are there any aspects of the policy which you would recommend being changed?

I would introduce salary scales for the ECD sector.

**B. Views on the professionalisation of the Early Childhood Care and Education (birth to 4) workforce.**

1. What in your view does the term “professionalisation”, in relation to the ECD educator workforce, mean?

It means that people working in the ECD field will no longer be abused by government, and private sectors. They will be looked after, belong to SACE and earn a decent salary.

2. Do you think that qualifications in higher education should be a requirement for becoming an ECD practitioner? Why, or why not?

I do think that ECD practitioners should be competent for the job that they are doing. It means if they want to earn a decent salary, they need to be qualified to do the job. Yes, qualifications in higher education should be compulsory.

3. Do you think that the higher education qualifications provided for in the MRQECDE policy should be a requirement for being a principal/centre manager of an ECD centre? Why, or why not?

It should be a requirement for all, i.e. teachers or educators, principals, centre managers of ECD centres.

It is overdue where children are placed at places of education and practitioners are not qualified to give children the proper education.

4. Do you think that the higher education qualifications provided for in the MRQECDE policy should be a requirement for being an <sup>2</sup>ECD supervisor? Why, or why not?

Yes, most definitely. See No 3.

5. How do you think the MRQECDE policy will affect ECD practitioners currently involved in the care and education of babies, toddlers and young children from birth to 4 yrs old?

It will have a very positive affect on the ECD practitioner. It will force people working in the ECD sector to upgrade their qualifications.

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<sup>2</sup> “ECD supervisor” refers to provincial supervisors employed by the DSD or DBE or supervisors/mentors employed by NGOs

6. Do you agree that the ECD educator workforce should be professionalised and if so, what are your recommendations for enabling and/or promoting the MRQECDE policy implementation, and for professionalising the ECCE workforce?

I do agree, however, professionalising must mean that the ECD educator must be recognised and should earn a salary from [REDACTED], as any other educator.

7. What do you see as the constraining factors in professionalising the ECD educator workforce in South Africa?

I think that it is long overdue. However, does professionalising the ECD workforce mean that the salary will be in line with that of a beginner teacher? If not, professionalising the ECD sector means absolutely nothing.

8. Please add any comments or other insights related to the topic of professionalising the ECD educator workforce or the professionalisation agenda of the policy on MRQECDE, should you wish to do so.