



higher education  
& training  
Department:  
Higher Education and Training  
REPUBLIC OF SOUTH AFRICA

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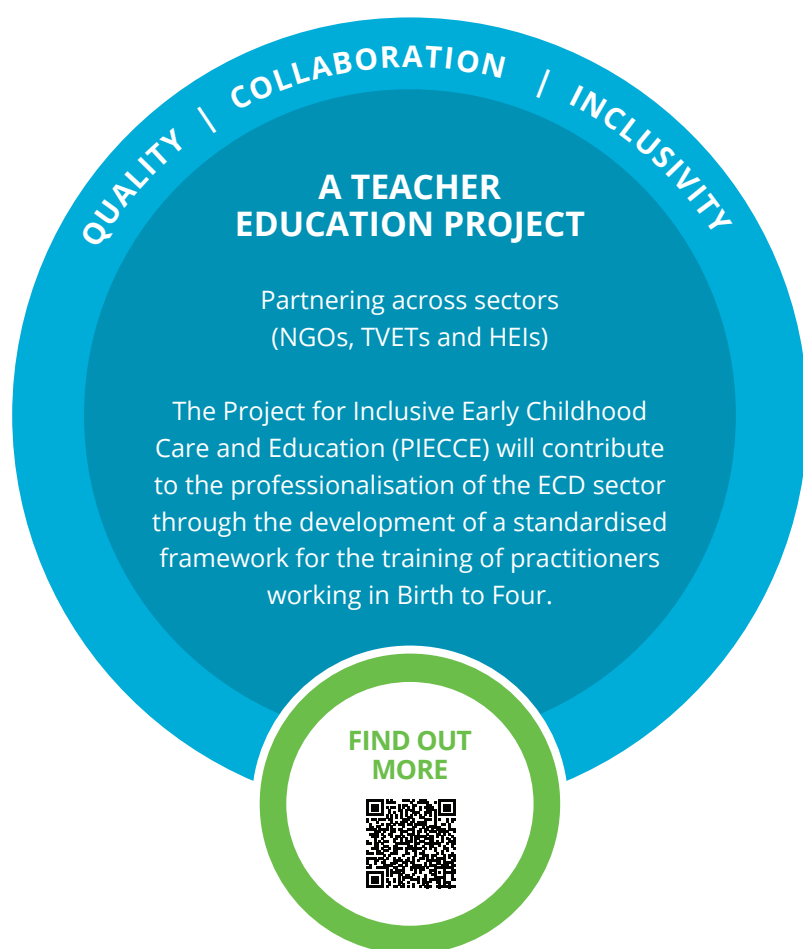
Co-funded by the  
European Union

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PIECCE was co-funded by UNICEF and the South African Department of Higher Education and Training (DHET).

# PIECCE COMMUNIQUÉ PURPOSE

The purpose of this communiqué is to share PIECCE principles, intentions and progress, in order to invite sector-wide engagement in the changing landscape of teacher education in ECCE. It also gives an update and overview of what has been achieved so far, and what still lies ahead for the project.



PIECCE is funded by the European Union. University participation is supported by the South African Department of Higher Education and Training. The collaboration is led by UNISA, Saide, BRIDGE and the Centre for Social Development (CSD) Rhodes. Consulting partners are TREE, Ntataise and False Bay College. Other universities are University of Pretoria, Witwatersrand University, University of Fort Hare, University of Free State, University of KwaZulu-Natal, Walter Sisulu University, Cape Peninsula University of Technology and North West University.

## PROJECT OUTPUTS



### OUTPUT 1: A Collaboration Process Model for Programme Development

A description of the project's multi-sectoral and collaborative partnerships, and the lessons learned about collaborative processes.



### OUTPUT 2: A Research Review Report

A report on the literature review of EECE practices, and the survey of existing ECCE and capacity-building programmes, tracking themes related to quality criteria for these.



### OUTPUT 3: A Standardised Programme Framework and set of Support Materials

The framework gives guidelines on principles, content and approaches for standardising ECCE Diploma and Bachelor of Education programmes at NQF Levels 6 and 7. Illustrative exemplar learning materials for teacher educators and students will be produced.

## WHY IS PIECCE RELEVANT TO THE ECCE SECTOR?

Different sectors in ECCE (and entities within sectors) have not worked closely together in the past. PIECCE hopes to contribute to the ECCE sector beyond the boundaries of higher education, through:

- interacting with the sector around issues of access, progression and professionalisation;
- using lessons from the multi-stakeholder collaborative approach to the Programme Framework design process to explore the implications of this approach more broadly for building a system for ECCE teacher education in South Africa.

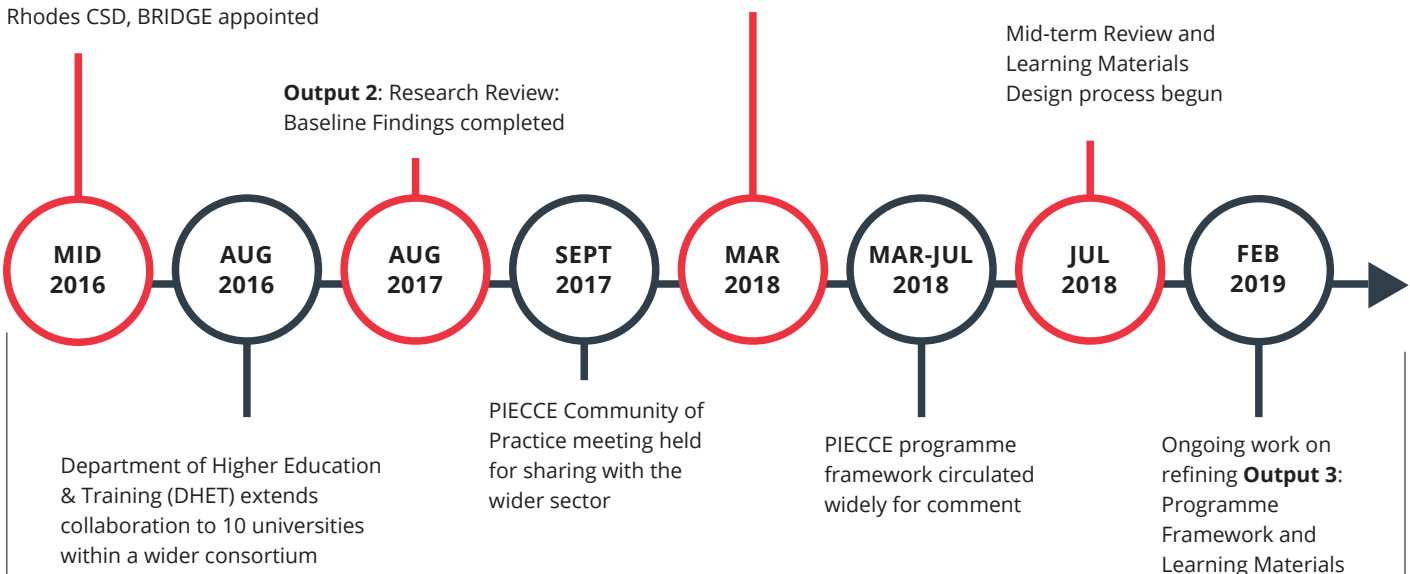
PIECCE is based on a Theory of Change which foregrounds the 'why' and 'how' of the difference we want to make to the ECCE field. The Theory of Change is linked to a set of 'learning questions' around the PIECCE key drivers which we believe will contribute to change: quality, inclusivity and collaboration.



## The PIECCE Journey Highlights: July 2016 to April 2019

European Union (EU) Teaching and Learning for Early Learning and Inclusive Education European Union Lot 1: Consortium of UNISA, Saide, Rhodes CSD, BRIDGE appointed

University programme DHET submission process informed by work on PIECCE Programme Framework



*Throughout this process members of the wider consortium have met at workshops, reflected on collaborative processes, worked in task teams for specific projects, and engaged in discussion with the sector through various forums. These processes feed into **Output 1:** A Collaboration Process Model.*

## OUTPUT 1 : A Collaboration Process Model for Programme Development

### Levels of Collaboration

Collaboration through PIECCE happens at a number of levels with different players. Within PIECCE itself, different ECCE educator providers (universities, NGOs, and TVET colleges) have worked on design and content. PIECCE has also consulted with a number of other projects and forums in the sector.



### Piecce : Collaboration in the Sector

PIECCE is one of the many teacher education projects currently funded by the European Union (EU) and the Department of Higher Education and Training (DHET). PIECCE members draw explicitly on relevant work done in the context of other projects, in the interests of working towards common goals. Here is a snapshot of the project landscape and how PIECCE fits into this.

#### 1. The EU funds three projects on Inclusive Education:

- PIECCE: Project for Inclusive Education for ECCE
- Teaching for All
- TEDI: Teacher Empowerment for Disability Inclusion



2. **DHET** and the **EU** together are working on the Teaching and Learning Development Capacity Improvement Programme (tldcip).

Projects include:

- TEECEP: Teacher Education for ECCE
- TEfiT: Teacher Education for Inclusive Teaching
- CLEP: College Lecturer Education Project.

The universities in the TEECEP project are working on design and delivery of new qualifications for ECCE educators. Because of the obvious links between TEECEP and PIECCE, these universities participate in the PIECCE wider consortium. In addition, PIECCE draws on work done in TEECEP, such as the Transformative Pedagogy research and other research projects.

#### STAKEHOLDER STRATEGY AND COLLABORATION FORUMS

- TEECEP participation in PIECCE (as the PIECCE wider consortium)
- The PIECCE Community of Practice
- UNICEF Play Materials Consortium
- PIECCE-initiated workshops on the articulation of qualifications
- Interactions with key bodies or initiatives in ECD (e.g. NECDA, National ECD Stakeholder Forum, SARAECCE, DHET Teaching Practice Platform)
- BRIDGE national and provincial ECD communities of practice

## 9 Principles for Collaboration

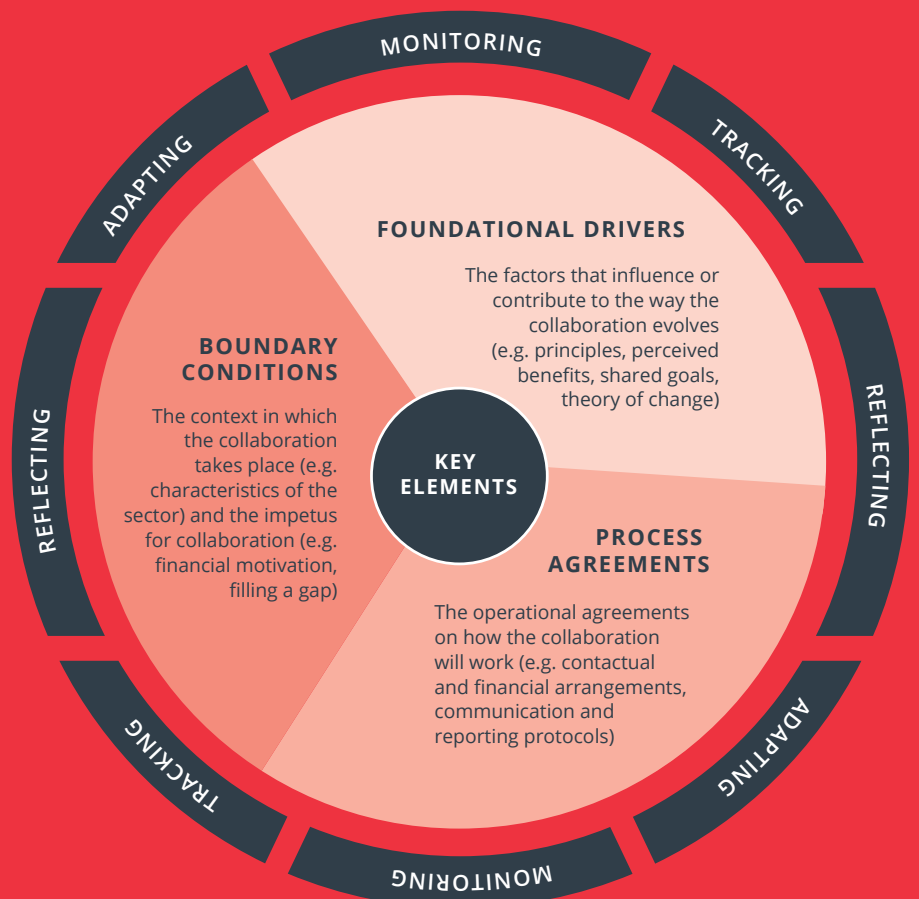
Since the start of the project we have also tracked our own collaborative processes against agreed-upon principles. This has helped us understand what enables cross-sector collaboration in programme design, and to identify and address some of the challenges.



## A Model for Collaboration

The PIECCE Collaboration Model is based on a cycle of monitoring and tracking collaborative processes, reflecting on lessons learned at milestone points in the project. The three elements of the model are:

- **Boundary Conditions:** the context (e.g. features of the sector) in which collaboration takes place, and the motivating factors (e.g. funding requirements; shared mission) for collaboration.
- **Foundational Drivers:** the factors that influence the way collaboration evolves (e.g. benefits, goals or principles).
- **Process Agreements:** agreements about how collaboration will happen, or operational protocols.



STEPS FOR SETTING UP →

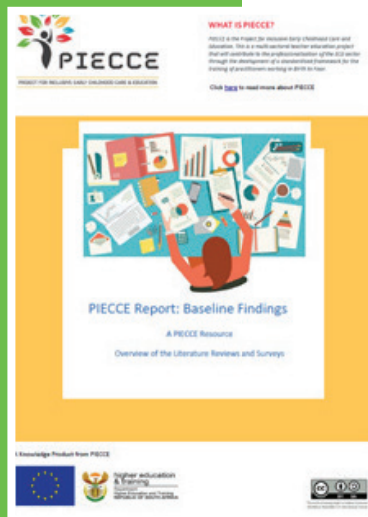
MANAGING STAGES IN THE LIFE CYCLE →

EVALUATING IMPACT

**OUTPUT 2 : Research Review and Survey Report**

This research was done to inform the development of the Programme Framework. It included a literature review on essential programme design categories, and a survey of how these play out in a sample of existing programmes and interventions for pre-service and in-service ECCE educators.

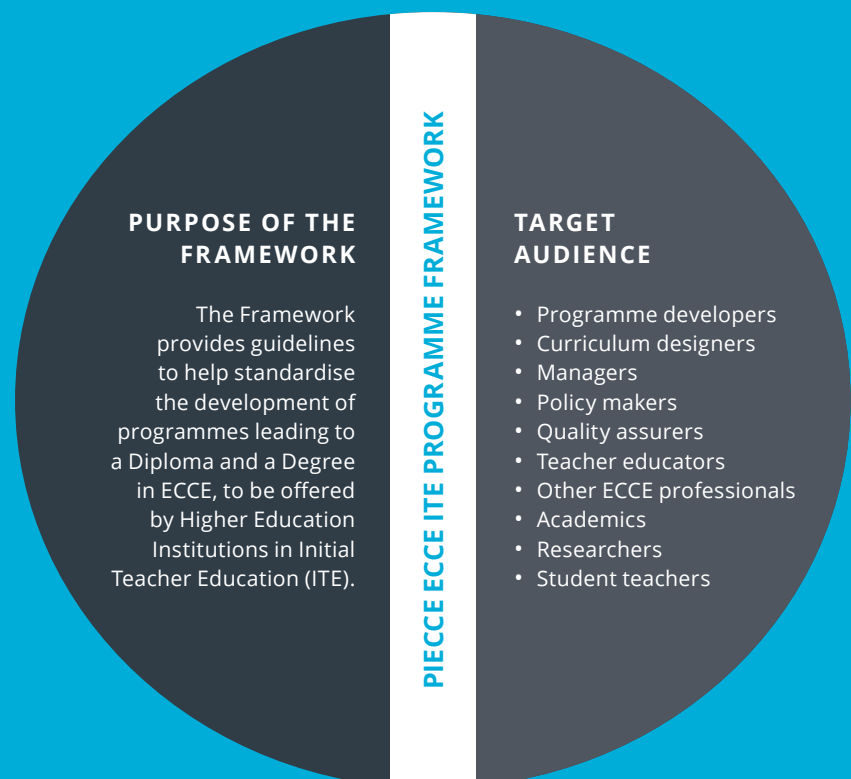
The scope and content of the report is illustrated below. The full report and the summary knowledge product are available on the [PIECCE website](#).



**OUTPUT 3 : Programme Framework and a set of Support Materials for selected modules**

**The Programme Framework for Initial Teacher Education (ITE) for ECCE**

The Programme Framework is aimed at supporting harmonisation in ECCE educator training provision. It is driven by the need to prepare a quality workforce that is responsive to the complexities and the variabilities which shape diverse ECCE contexts. The content has been informed by Output 2 (Research Review), the PIECCE Key Drivers and Theory of Change, consultation with stakeholders and other EU ECCE projects, and existing policies for ECD and ECCE.



**Five key contextual issues need to be addressed in preparing ECCE professionals:**

In order to forge ahead with appropriate ECCE teacher education programmes in SA, it is important to gain deeper insight into the context that warrants action through teacher education.

**ADDRESSING REALITIES**

- Vulnerable early childhoods: high proportion of children living in risk situations
- Perception of ECCE as 'women's work' with low or no pay
- Unstable workforce and low retention in the sector
- Underqualified workforce, and questions around quality of the competence of those working in ECCE
- Fragmented training, in terms of different categories of ECCE workers and different training delivery sectors

**Below is a sample of principles for Initial Teacher Education (ITE) that shape the Programme Framework.**

**Develop educators who:**

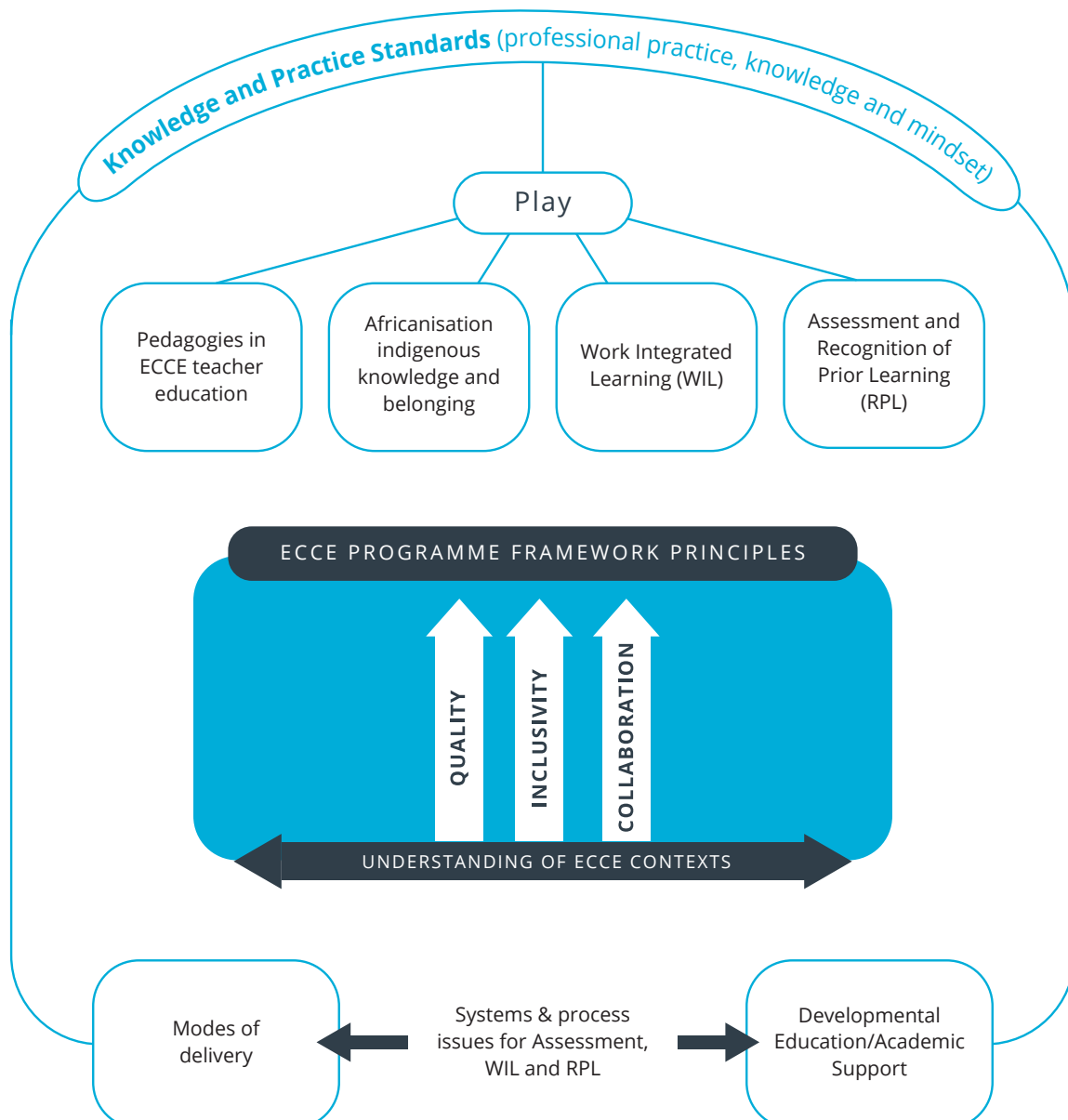
- reflect critically
- respond to children and their settings
- respect the rights of all children, through understanding diversity and practising equity and inclusion
- are informed regarding special needs
- understand holistic development of children (culturally, linguistically and developmentally)
- have a mix of skills, knowledge and pedagogical expertise.

**Develop curricula which:**

- give attention to ways of dealing with different contexts
- afford opportunities for collaboration in terms of exposure to different types of sites, and other professionals in the field
- promote understanding of research
- promote professionalism
- take into account potential role differentiation such as centre management
- embed the principles of quality, inclusivity and collaboration in all programmes.

### Components of the Programme Framework

The components of the Programme Framework are illustrated below. Each of these components is written as a Chapter in the full Programme Framework document. The Knowledge and Practice standards inform each of the content chapters in the Framework. The concept of 'Play' is key to ECCE: while it is explored in its own chapter, it is also seen as a cross-cutting theme in the Framework. The Framework is still in the process of refinement. [A draft version is available on the PIECCE website.](#)

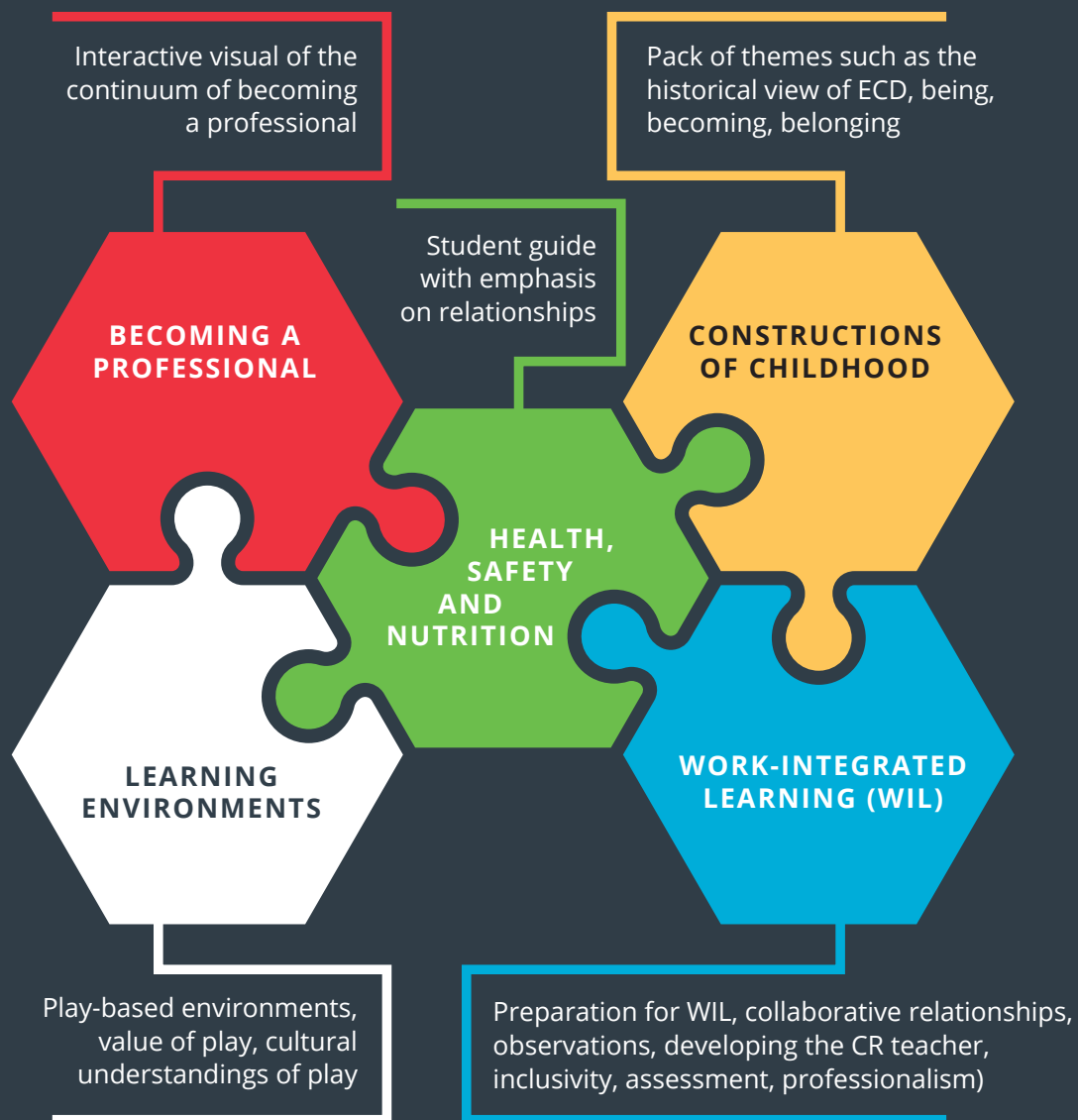




The Support Materials: Illustrative Packs

Illustrative packs of learning materials are currently being developed. The purpose of these is to guide curriculum developers in translating the framework into deliverable programmes. The materials are designed for interactive learning, for use by the teacher educator and the ECCE education student. The materials draw on the knowledge base for ECCE, with references and tips for pedagogies and learning activities.

Modules selected for Illustrative Packs



# WHAT'S NEXT FOR **PIECCE?**

The following activities are planned for the rest of 2019:

## PIECCE Community of Practice

Stakeholders are invited to the PIECCE CoP, to be held in Gauteng on 23rd of July. Date and venue will be confirmed when invitations are sent out.

## PIECCE Knowledge Seminars

These will be held to deepen insight into key areas

- Inclusivity
- Africanisation and Belonging
- The Play Continuum
- WIL and RPL

## PIECCE Programme Framework

Ongoing refinement and publication of the Programme Framework.

## PIECCE Support Materials

Development and publication of the Illustrative Materials Packs.

## PIECCE Collaboration Process Model

Finalisation of the Collaboration Process Model and publication of Collaboration Report

# SAVE THE DATE

**PIECCE**  
TEACHER  
EDUCATOR  
COMMUNITY  
OF PRACTICE  
MEETING

23  
JULY 2019

“

*“It is really refreshing to be part of a process through which the gap between higher education and NGOs narrows at every single meeting.”*

“

*“Collaboration between different organisations is complex and time consuming. It has sometimes been difficult but we have learned a lot about ourselves, our assumptions and our processes from the collaboration reflection sessions.”*

“

*It is so useful to get new and different perspectives on our discipline from those outside our own institutional settings. This has expanded our understandings of quality and common standards in ECCE teacher education.*



PIECCE is a collaboration led by UNISA, Saide, Centre for Social Development at Rhodes University and BRIDGE. The consulting partners on the project are TREE, Ntataise, and False Bay College. At the request of the Department of Higher Education (DHET), and with additional support from them, the consortium was extended to include a number of Higher Education Institutions, namely, Walter Sisulu University, University of Pretoria, University of Fort Hare, North West University, Cape Peninsula University of Technology, University of the Free State, University of the Witwatersrand and University of KwaZulu-Natal.

For further information on PIECCE, please contact: [sheilad@saide.org.za](mailto:sheilad@saide.org.za)



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