



PROJECT FOR INCLUSIVE EARLY CHILDHOOD CARE & EDUCATION

## WHAT IS PIECCE?

*PIECCE is the Project for Inclusive Early Childhood Care and Education. This is a multi-sectoral teacher education project that will contribute to the professionalisation of the ECD sector through the development of a standardised framework for the training of practitioners working in Birth to Four.*

## What are the key drivers for PIECCE?



### quality

We aim to define quality to inform our thinking on all aspects of the programme development process.



### inclusivity

We aim to infuse inclusive practices into every aspect of teaching and learning, preparing practitioners to be flexible and responsive to diversity.



### collaboration

A major innovation is that all project work will be done through a collaborative process with multi-sectoral partners (a first in the field), and we will provide additional platforms for broader engagement.

**These three drivers run through the project outputs and processes.**

## HOW WILL WE ACHIEVE THIS?

*ECD can have a life-changing influence on children receiving essential services before entering formal schooling. Benefits to young children unfold into positive effects on the formal schooling system itself, which in turn influences social and economic development. However, ECD's favourable impacts can only be fully achieved through quality provision.*

At the centre of quality ECD is the practitioner. This in turn demands that we increase access in order to produce professionally qualified ECD educators. Practitioners and teachers hold the key to unlocking the potential of young children.

PIECCE sees professionalism as embracing the following:

- Foregrounding principles of inclusive education
- Emphasising the centrality and uniqueness of the learner
- Preparing a critically reflective workforce
- Fostering an understanding of contextual and situational realities.

In the interests of supporting professionalism, programme design will take the following into account:

- Alignment and qualification pathways for practitioners and teachers
- Design for access (e.g. flexible delivery, role of RPL, work integrated learning and academic support).



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## OBJECTIVES

### OVERALL OBJECTIVE

Contribute towards the professionalisation of the ECD sector by increasing access for ECD practitioners to quality Birth to Four programmes in Higher Education

### SPECIFIC OBJECTIVE

Develop Standardised Programme Frameworks for the ECCE Diploma and Bachelor of Education at Level 6 & 7



## OUTPUT 1

### A Collaboration Process Model for programme development

#### ACTIVITIES

- Establish core and wider consortium partnerships
- Design a theory of change
- Organise a range of platforms for sharing project findings
- Convene Communities of Practice for stakeholder engagement
- Share information with the field through project knowledge products
- Determine and advocate approach to Open Education Resources (OERs)
- Track processes against principles for collaboration to develop the Collaboration Model

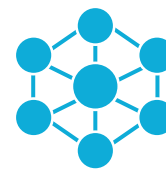


## OUTPUT 2

### A research review of fitness for purpose of a representative selection of existing ECD and related capacity building programmes

#### ACTIVITIES

- Agree on criteria for quality programmes in inclusive ECD (content, mode of delivery, language, access, programme design principles, progression etc.)
- Develop research design and review instruments
- Produce research report (including chronological and thematic literature review, a review of existing ECD and related programmes, a report of RPL, WIL and Academic Support models, and recommendations for new programmes and alignment)



## OUTPUT 3

### A Standardised Programme Framework and set of support materials

#### ACTIVITIES

- Use feedback from review
- Develop Standardised Programme Frameworks for the Diploma in ECCE at Level 6 and the B Ed in ECCE at Level 7
- Refine delivery model
- Refine Recognition of Prior Learning (RPL) model
- Refine Work Integrated Learning (WIL) model
- Define functional academic development support modules
- Compile recommendations for alignment with Level 4 and 5 ECD occupational qualifications
- Design and develop support materials for Level 6 Diploma programme
- Design a process for testing materials with teacher educators
- Facilitate input, review and feedback on Programmes and materials

