

**Towards Occupational
Enablement:**
The Experiences of the ECD Practitioners
Regarding the Crosstrainer Programme

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Declaration

I, Adeleigh Homan (van der Westhuizen), declare that the Master's Degree research dissertation that I herewith submit for the Master's Degree qualification in Occupational Therapy in the Department of Occupational Therapy in the Faculty of Health Sciences at the University of the Free State is my independent work, and that I have not previously submitted it for a qualification at another institution of higher education.

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A handwritten signature in blue ink, appearing to read 'Adeleigh Homan', with a horizontal line underneath it.

Ms A. Homan

Abstract

Key terms: occupational therapy; Early Childhood Development; ECD; Crosstrainer Programme; occupation; enablement; enabling occupation; ECD practitioners; Mahikeng

Introduction: South African Early Childhood Development (ECD) practitioners are not adequately trained and have been regarded as one of the primarily important aspects of concern in the South African ECD setup. Focussing on the adequacy and qualification of the ECD practitioners through training, mentoring and support are core components of an effective ECD system. This necessity of transformation within the South African ECD sector, as well as the lack of resources and systems to facilitate improvement, enthused the Crossroads Educational Foundation to mobilise the Crosstrainer Programme (CTP). The CTP is an ECD centre-based Early Childhood Development programme providing early learning stimulation for children from three to six years of age. Importantly, the CTP is not solely purposed to improve the development of children, but inherently pursues to enable the ECD practitioners in their occupation.

In occupational therapy, human occupation is considered the core domain of concern and enabling occupation as the core competency of occupational therapists. A broader global and social responsibility towards the issues of inequity and poverty is recognised, as occupational therapy has the potential to benefit the wider society as well as the individual. Moreover, being a change agent is attributed as a central role and proficiency of occupational therapists. Arguably, it is imperative for South African occupational therapists to become involved in the ECD change. Enabling the occupation of the ECD practitioners through training, mentoring, and providing support will potentially transform the ECD sector and support the efforts of the South African government and other organisations towards this transformation. Although the Crosstrainer Programme is aimed at enabling, it is important to learn how these ECD practitioners experience this intended enablement.

Purpose: The purpose of the research was to describe the experiences of the ECD practitioners regarding the occupational enablement through the CTP.

Methodology: To generate this rich data, a descriptive qualitative research design was followed within a constructivist paradigm. Semi-structured interviews and demographic questionnaires were utilised. The data generated from the interviews were coded, analysed and interpreted, whilst the demographic information informed the context essential towards understanding the occupational enablement of the participants.

Findings: Three themes were derived from the data including The Great Imbalance, Enabling Occupation, and Disabling Occupation. The Great Imbalance primarily described the context of the participants, informing their occupational enablement. Enabling Occupation portrayed the facilitating factors of the CTP towards the occupational enablement of the ECD practitioners. It was found that the CTP enables the occupation of the ECD practitioners through all six enablement foundations namely, choice, risk and responsibility; client participation; visions of possibility; change; justice; and power-sharing. Moreover, the CTP contributed to their occupational enablement within doing, being, becoming and belonging as ECD practitioners. The last theme, Disabling Occupation revealed the factors hindering their occupational enablement, proving that some improvements are necessary.

Conclusions: In essence, it was found the CTP predominantly facilitates enablement rather than hinders it, with room for improvement. Upon the necessary addition, adjustment, and increase, the enablement through the CTP could improve. This study has shown that these ECD practitioners still need much assistance; and designed programmes developing their skill and knowledge through daily guidance have been deemed successful in doing so. For the holistic development of children and the ECD practitioners, the CTP, also in conjunction with other programmes, could be a valuable programme to consider.

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List of Acronyms

ADL	Activity of Daily Living
APA	American Psychological Association
CAOT	Canadian Association of Occupational Therapy
CMOP-E	Canadian Model of Occupational Performance and Engagement
CTP	Crosstrainer Programme
ECD	Early Childhood Development
HSREC	Health Sciences Research Ethics Committee
IADL	Instrumental Activity of Daily Living
NPO	Non-Profit Organisation
NW	North West Province, South Africa
NWU	North West University
NQF	National Qualifications Framework
OM	Operation Mobilisation
OTPF	Occupational Therapy Practice Framework
SAQA	South African Qualifications Authority
TCOP	Taxonomic Code for Occupational Performance
TREE	Training Resources for Early Education
UFS	University of the Free State
UNICEF	United Nations Children's Fund
WFOT	World Federation of Occupational Therapy
WHO	World Health Organisation

Concept Clarification

In order to enhance the clarity and intelligibility of this study, I have thought it necessary to explain the core concepts within this study.

Activity

Activity is defined as a task or set of tasks towards a specific outcome, which may in turn contribute to an occupation (Creek, 2006, p. 205; Polatajko et al., 2004, p. 263; Townsend & Polatajko, 2013, p. 19).

Crosstrainer Programme (CTP)

The Crosstrainer Programme (CTP) is an ECD centre-based Early Childhood Development programme providing early learning stimulation for children from three to six years of age in rural African, especially South African, ECD centres.

Crossroads Educational Foundation

An Article 21 Non-Profit Organisation (NPO) dedicated to investing in Early Childhood Development in Africa and especially South Africa. This NPO is predominantly funded by a local insurance company aiming to help make a difference in the lives of the people disadvantaged, but donations have been received by other companies as well (Crossroads Educational Foundation, 2017, p. 1 About).

Disabling occupation

As much as it is true that anybody or anything can enable occupation, the opposite is also true; all may potentially disable occupation (Townsend & Polatajko, 2013, p. 180). The term 'disable' is defined as limiting a person from moving, experiencing through their sense, and/or participating in activities. It can refer to putting someone out of action. Disable also refers to preventing, restricting or even discouraging a person from doing something (Oxford University Press, 2018, p. 1).

Early Childhood Development

"Early Childhood Development (ECD) refers to a comprehensive approach to policies and programmes for children from birth to nine years of age with the active participation of their parents and caregivers. Its purpose is to protect the child's rights to develop his or her full cognitive, emotional, social and physical potential" (Department of Education, 2001, p. 9).

Early learning

Early learning or early childhood education comprises activities and stimulation intended towards the development of children up to the school-going age (Encyclopedia of Children's Health, 2018, p. 1). Providing early learning opportunities is a crucial component in the South African national comprehensive ECD package and is prioritised for all children from birth to formal school going age (Hall et al., 2016, p. 26).

ECD centre

South African ECD centres vary from sites in informal settlements or colloquially referred to as "shacks", where women who may have little or no formal qualification to look after the children within her close community; to suburban day care centres or even pre-primary school classes equipped for education. Alongside the variation in centres, levels of quality education and resources vary (Department of Education, 2001, p. 12; Gardiner, 2008, pp. 23–24).

ECD practitioner

A person working with children in an ECD centre who has been formally or informally trained to provide ECD services to children from birth to school-going age (National Development Agency, 2015b, p. 1). This term, according to the White Paper 5, encompasses various roles, responsibilities and levels of qualification. This is an inclusive term for caregivers, teaching assistants and pre-school teachers (Department of Education, 2001, p. 23).

Enable

Enable/enabling according to the Merriam-Webster online dictionary is defined as (a) to provide with the means or opportunity, (b) to simplify, make possible or practical, and/or (c) to cause to operate (2018b, p. 1). In occupational therapy, however, enablement encompasses more than providing opportunities, simplifying, or assisting. Occupational therapy enablement goes beyond the enablement of everyday life (Townsend & Polatajko, 2013, p. 112).'

Enablement foundations

Six foundations are ascribed to occupational therapy enablement, which include choice, risk and responsibility; client participation; visions of possibility; change; justice; and power sharing (Pierce, 2014, p. 504; Townsend & Polatajko, 2013, pp. 108–109).

Enabling occupation

"Enabling (verb) and enablement (noun), focussed on occupation, is the core competency of occupational therapy, drawing on an interwoven spectrum of key and related enablement skills which are value-based, collaborative, attentive to power inequities and diversity, and charged

with visions of possibility for individual and/or social change” (Townsend & Polatajko, 2013, p. 112).

Experience

The definition of experience comprises of a few dimensions, as defined by the Merriam-Webster online dictionary (2018c, p. 1). These are quoted directly, encompassing the complete definition of experience:

1. (a) direct observation of or participation in events as a basis of knowledge
(b) the fact or state of having been affected by or gained knowledge through direct observation or participation
2. (a) practical knowledge, skill, or practice derived from direct observation of or participation in events or in a particular activity
(b) the length of such participation
3. something personally encountered, undergone, or lived through
4. (a) the conscious events that make up an individual life
(b) the events that make up the conscious past of a community or nation or humankind generally
5. the act or process of directly perceiving events or reality

Occupation

Occupation can be defined as an activity or group of activities engaged by a person that has meaning and provides structure. Moreover, to the individual, occupation forms part of one’s identity (Creek, 2006, p. 205; Polatajko et al., 2004, p. 263; Townsend & Polatajko, 2013, p. 19).

Occupational therapy

“Occupational therapy is the art and science of enabling engagement in everyday living through occupation; of enabling people to perform the occupations that foster health and well-being; and of enabling a just and inclusive society that all people may participate to their potential in the daily occupations of life” (Townsend & Polatajko, 2013, p. 27). It may be defined as a health profession providing a client-centred service towards promoting quality of life through occupation and improving participation in occupations and activities of daily living (World Federation of Occupational Therapists, 2013, p. 4).

Preface

Philosophical stance and contextual background

a. Introduction

“What counts in life is not the mere fact that we have lived. It is what difference we have made to the lives of others that will determine the significance of the life we lead.”

Nelson Mandela, 18 May 2002

As so wisely stated by the president of my youth, what matters in life is the difference we make in lives of other people. I believe that we ought to pursue to understand, support, and love one another with the challenges and heartaches that go with it. It is important to have compassion for people from different communities and backgrounds, to attempt to understand their culture and history, and to display an unwavering passion for their wellbeing.

This research is dedicated to understanding the experiences of the women that so selflessly endeavour to improve the lives of the children in their communities, whom face challenges that most people will shy away from. They understand how to serve, care for and love children unconditionally. They are the ECD practitioners in our South African communities.

b. Philosophical Stance

Although I am merely a young researcher, I realised that I am a constructivist at heart. When I look at how people experience life, I see individuals experiencing life from their point of view, the simplicity of it all yet the complexity of understanding that my worldview is not the same as that of the person next to me. When I try to understand what people say, feel or experience, I try to understand more of their personal context, even their history and their dreams for their futures. I admit I still wish to master this skill, as I believe that my ignorance or lack of understanding could cause dubious interpretations and even prejudices of people. In order to attempt to understand people’s actions, beliefs and words from their perspective, one’s own interpretations thereof must not take foreground. Great is my contentment when I have been able to place my likely predispositions to the side and honour the speaker with receptive

listening. My hope for the research is that I may *hear* each person far deeper than the words spoken, to allow each person to be whom they truly are.

c. Contextual background of the researcher

Before continuing any further, I would like to give some information about myself, positioning me as the researcher (Creswell, 2013a, p. 187). This is to allow you, the reader, to understand where I come from, where I am at and where I am striving to go. Undoubtedly, my background will shape my own perceptions and responses to the research and hopefully yours too. I hope to write this in a personal manner so that it would truly reflect my positioning and myself more accurately.

Since the early days of becoming and being an occupational therapist, I have found myself most fulfilled when allowed to connect with and serve in rural communities in and outside of South Africa. I have enjoyed learning new languages and cultures during my years of studying, community service and personal travels. I have had the opportunity to work in communities within the surrounding rural areas, whilst serving during my Community Service year in 2014 at Klerksdorp and Tshepong hospitals, North West. Throughout the year, I joined the mobile clinic teams to the surrounding communities where I also witnessed great needs in these areas for services including health care and education. In 2015, I gained personal experience during my travels with OM (Operation Mobilisation) Africa to rural areas and villages in South Africa, Swaziland and Mozambique. During this time, I had the opportunity, as part of a team, to live and engage with the people of each village while tending to some of their specific needs. Later that year I joined a group reaching out to the Syrian refugees in Jordan. I also had the opportunity to help people as an occupational therapist in all of the countries mentioned. Since then, I have been involved in community service and outreach programmes in the rural communities outside my hometown.

After the time I spent living with people from different backgrounds and communities, I came to realise the actual reality of the availability and standards of education for young children in rural African, including South African, areas. It is this very reason that I became involved with Crossroads Educational Foundation, specifically to research the Crosstrainer Programme (CTP) and to be an advocate for the young children. I am hoping that, through this research, I would be able to increase aid in the communities, not only in South Africa, but also in other African countries.

d. Conclusion

Being an occupational therapist has been a valuable tool and has provided knowledge necessary to serve people in the different communities that I have encountered. Many of these people have never received help in their circumstances, be it of poverty, disability or development, which emphasised how occupational therapy is widely necessary and how it can contribute considerably in the South African rural communities, especially. To conclude, the preface was aimed at describing my philosophical stance and contextual background, as these would influence my response to the research. It was written in a personal manner in order to portray my voice and my context. Hereafter, Chapter One will introduce the study with the necessary contextual background and rationale informing the research. This will lead towards the problem statement, research question, and purpose and objectives of the study. Finally, the significance of the study will be discussed, followed by the dissertation style and outline.

Chapter One

Introduction and Orientation

1.1. Introduction

As I mentioned in the Preface, my personal experience during my travels and community service included working and serving in different rural communities in South Africa, as well as other African countries. Amongst the different communities, I observed a limited availability and low standards of **Early Childhood Development (ECD)** in rural African areas, especially so in South African areas. For this reason, I decided to join with **Crossroads Educational Foundation** in the endeavour to research the **Crosstrainer Programme (CTP)** from an occupational therapy perspective to perceive the influence and effect of the programme better.

Crossroads Educational Foundation is an article 21 non-profit organisation (NPO), based in Potchefstroom, South Africa, dedicated to establishing and implementing educational development programmes in Africa. In affiliation with Operation Mobilisation (OM) Africa, Crossroads serves in South Africa, Zambia, Malawi, Mozambique and Lesotho. In total, 55 communities, approximately 12 900 learners and more than 1000 staff members have been reached (Crossroads Educational Foundation, 2017, p. 1 About). This organisation places their focus on the need for education in the rural areas of Southern Africa and strives to establish and improve the CTP to meet this need. This programme aims to firstly enable the **ECD practitioners** and consequently help improve the development of children in the **ECD centres** (Crossroads Educational Foundation, 2017, p. 1 Crosstrainer Programme). More information on the CTP can be found in the Literature Review: 2.2.3. The Crosstrainer Programme (CTP).

What motivated this study is the commitment of the ECD practitioners to invest in the education and development of the children within their communities despite limited opportunities to improve the quality of ECD and only receiving a low income. Furthermore, investigating the CTP presents an opportunity to address the aforementioned problems in the rural ECD sector as the personal experiences of the ECD practitioners may bring forth better understanding of both the facilitating factors and the barriers in the CTP. Accordingly, in this study I would like to learn of the experiences of the ECD practitioners regarding the CTP. This will allow me to understand how the CTP has enabled their occupation of work in a broad

sense as I could possibly come to find out more about the facilitating factors and barriers they experience in the CTP and make recommendations for future practice.

1.2. Problem statement

South African ECD practitioners are not adequately trained and this has been regarded as one of the primarily important aspects of concern in the South African ECD setup (Berry, Biersteker, Dawes, Lake, & Smith, 2013, pp. 32, 35; Erasmus, J. van Rensburg, Pienaar, & Ellis, 2011, p. 49). Additionally, there are no reliable data enabling national monitoring of the quality and implementation of early learning programmes (Hall et al., 2016, pp. 28, 30; Hall, Sambu, Berry, Giese, & Almeleh, 2017, p. 35). Core components of an effective ECD system include focussing on the adequacy and qualification of the human resources, which primarily focusses on the ECD practitioners (Berry et al., 2013, p. 35). Transforming the ECD sector and specifically concerning the rural South African areas therefore includes training, mentoring and providing support to ECD practitioners. In turn, this will improve the quality of education provided to these young children. Although the South African Government recognises the importance of quality education from an early age, children from rural or low socio-economic areas may have difficulties to reach such a means. Therefore, the onus often shifts to the private and non-profit sectors. Until this imbalance is addressed, education in rural areas may still limit the opportunities all children ought to grow into (Department of Education, 2001, p. 10, 2011, p. 3; Gardiner, 2008, p. 9; Human Sciences Research Council, 2014, p. 123).

This necessity of transformation within the South African ECD sector, as well as the lack of resources and systems to facilitate improvement, enthused the Crossroads Educational Foundation to mobilise the CTP. This included identifying ECD centres in rural areas run by ECD practitioners whom may not necessarily have received formal ECD training or, many of whom, who may not have completed schooling. The CTP includes such ECD practitioners but it is not limited to their sole use. In fact, the level of schooling or ECD training does not exclude a person to be trained in the use of this programme.

Inherently, occupational therapy focusses on occupation and renders services to individuals and communities. Human occupation is considered the core domain of concern (Townsend, 1999, p. 153; Townsend & Polatajko, 2013, p. 11). It is essential in promoting health and well-being and it is a healing process (Kielhofner, Posetary Burke, & Heard Igi, 1980, p. 778; World Federation of Occupational Therapists, 2013, p. 11). Enabling occupation has been attributed to occupational therapists as a core competency and further described as a central role and expertise (CAOT, 2012, p. 2; Townsend & Polatajko, 2013, p. 109).

To the ECD practitioners as individuals, enabling their occupation of work may contribute to promoting their health and well-being which then relays to their doing, being, becoming and belonging in their world (CAOT, 2012, p. 2; Janse van Rensburg, 2012, pp. 20–21; Kielhofner & Posetary Burke, 1980, p. 573; Kielhofner et al., 1980, p. 778; Townsend & Polatajko, 2013, p. 109; World Federation of Occupational Therapists, 2013, p. 19). In turn, enabling their occupation of work may have a positive outcome within their communities, which could further address the other above-mentioned issues related.

As enabling occupation is seen as the core domain of concern in occupational therapy and the core competency of occupational therapists, opportunities should be seized to investigate the topic within a variety of fields (Janse van Rensburg, 2012, p. 3; Polatajko, 2001, p. 206; Townsend, 1999, p. 157). Occupational therapists have furthermore been attributed with the proficiency of being change agents (CAOT, 2012, pp. 1–2). Moreover, occupational therapists should concern themselves with the occupational enablement of other people and come to the understanding of how their occupation of work may be enabled by additional resources as occupational therapy has the potential to benefit the wider society as well as the individual (Pollard, Alsop, & Kronenberg, 2005, pp. 525–526).

The Crosstrainer Programme (CTP) may be one of many programmes that could both address the occupational enablement of the ECD practitioners and the problem of access and equity in the South African ECD sector. Therefore, allowing these ECD practitioners to impart their own experiences regarding the enablement of their occupation that may or may not be derived from the CTP, could be of value to our understanding of both. Currently there has been no research done on the experiences of the ECD practitioners regarding the barriers or the facilitating factors the CTP may render to them towards the enablement of their occupation of work. Nor has any research been published on the occupational enablement of ECD practitioners. Therefore, this research could fill the current gap in our understanding thereof. The CTP will be discussed in detail in the literature review (2.2.3. The Crosstrainer Programme (CTP)) and excerpts of the CTP can be found in Appendix I: CTP Lesson Excerpts.

In conclusion, the problem statement can therefore be conveyed as follows: **Occupational therapy should concern itself with the occupational enablement of these ECD practitioners and their communities. Although the Crosstrainer Programme is aimed at enabling their occupation of work and consequently the children in the ECD centres, it is not known how these ECD practitioners experience this intended enablement.**

1.3. Research question

The research question of this study is articulated as follows:

What are the experiences of the ECD practitioners regarding the occupational enablement through the Crosstrainer Programme?

Underpinning this research question are three subsidiary questions, which are:

- What are the barriers hindering the occupational enablement through the CTP, as experienced by the ECD practitioners?
- What are the facilitating factors towards the occupational enablement through the CTP, as experienced by the ECD practitioners?
- How do the participants experience their personal growth as ECD practitioners?

1.4. Purpose and objectives of the research

The purpose of the research is to **describe the experiences of the ECD practitioners regarding the occupational enablement through the Crosstrainer Programme.**

The following objectives were identified in order to answer the research question:

- a. To describe the experiences of the ECD practitioners regarding the occupational enablement through the Crosstrainer Programme.
- b. To describe the barriers of the Crosstrainer Programme in enabling occupation as experienced by the ECD practitioners.
- c. To describe the facilitating factors of the Crosstrainer Programme in enabling occupation as experienced by the ECD practitioners.
- d. To describe how the participants experienced their personal growth as ECD practitioners.

In answering the research question and supporting these objectives, an auxiliary objective is recognised: to describe the demographic information of the participants and the ECD centres. This is specifically employed to provide the context of the ECD practitioners and centres of which both are necessary towards answering on the occupational enablement.

1.5. Research design and methodology

I have chosen to follow a **Qualitative approach** in this study for various reasons. Initially, as a young researcher I was hesitant in this undertaking, but later I realised that I not only quite enjoy this approach, but found that it allowed me a much more intensive interaction and

involvement with the participants and the topic (Creswell, 2013b, p. 187). This, to me, is an exciting aspect of qualitative research. Moreover, a qualitative approach allows for uncontrolled variables, which allows freedom within the research process including the natural interaction between the researcher and the participants as well as with the research. It aims towards comprehensive understanding of a topic or phenomenon rather than understanding in quantity (Henning, Van Rensburg, & Smit, 2004, p. 3). It further allows for continual mindfulness on the participants' views and meanings. Gathering these views and meanings take place in a natural setup where the researcher is an essential instrument within the process (Creswell, 2013a, pp. 45–47). Generating new and descriptive knowledge on this topic is another reason for choosing to follow a qualitative route (Creswell, 2013a, p. 47). As mentioned before, no research has been published on the Crosstrainer Programme yet and it would be of value to research a possible programme with the potential to enable the occupation of work for so many ECD practitioners and consequently the early learning stimulation and development of the children in their reach.

To generate this rich data, a **descriptive qualitative** research design was followed. Qualitative descriptive design, although often deemed as a lower form of inquiry, is a valuable method of choice and still a distinctive component of qualitative research (Lambert & Lambert, 2012, pp. 255–256; Sandelowski, 2000, pp. 334, 339). It is particularly effective in discovering the *who*, *what*, and *where* of experiences and events; therefore obtaining rich, holistic data from the experiences, opinions, perspectives, and attitudes of individuals (Lambert & Lambert, 2012, p. 256; Nassaji, 2015, p. 129; Sandelowski, 2000, p. 338). These discoveries are docile to gaining straightforward descriptions and relevant answers (Lambert & Lambert, 2012, p. 256; Sandelowski, 2000, p. 337). Therefore, this will give the necessary foundation and description towards the occupational enablement through the CTP as experienced and relayed by the ECD practitioners.

The **constructivist paradigm** informs this research; hence, truth is constructed from the personal experiences of the participants. The subjectivity and background of the researcher is evident in this paradigm and often influences the interpretation of the truth, which is celebrated rather than denied (Creswell, 2013b, p. 8; Gray, 2014, p. 20; Guba, 1990, pp. 25–27; Janse van Rensburg, 2012, p. 70). Therefore, a **semi-structured interview** was used as the research technique that allowed the ECD practitioners to convey their own experiences to each question, whilst allowing me to follow up on their responses. Consequently, knowledge was generated together as appropriate within the constructivist paradigm (Gray, 2014, p. 20). This method of data collection is also appropriate within the descriptive qualitative research design (Lambert & Lambert, 2012, p. 256; Sandelowski, 2000, p. 338). Additionally,

demographic questionnaires were included in order to gain knowledge on the context of the ECD practitioners and the setup at their ECD centres, which is important towards informing the occupational enablement. This is because occupational enablement is strongly related to context (Christiansen, Baum, & Bass-Haugen, 2005, p. 5; Townsend & Polatajko, 2013, p. 27).

Occupational enablement is affirmed primarily and most visibly from the client's perspective (Pierce, 2014, pp. 505, 512; Townsend & Polatajko, 2013, pp. 109, 131). Therefore, the experiences of the ECD practitioners through a descriptive qualitative inquiry, within the constructivist paradigm, allowed me to answer the research question. The significance of the research is discussed in the following section.

1.6. Significance of the research

Two main features describe the significance of the research, underwriting the initial rationale of this study. The first is apprising the CTP and occupational enablement. The second is conveying the voice of the ECD practitioners. Each of these features will be briefly discussed towards describing the significance of the research.

1.6.1. Apprising the CTP and occupational enablement

This research addresses the absence of the knowledge in the CTP regarding the occupational enablement of the programme as experienced by the ECD practitioners utilising it. This study describes the factors hindering and facilitating the occupational enablement through the CTP, pointing towards the value of the programme and leading towards recommendations generated from the experiences of the ECD practitioners. This research also contributes to informing occupational enablement as the experiences of the ECD practitioners are relayed.

1.6.2. A voice for the ECD practitioners

This study conveys the voice of the ECD practitioners through allowing them to impart their experiences about, but not limited to, the CTP. This allows an understanding of South African ECD practitioners regarding their choices, challenges, needs, and victories. Therefore, the voice of the ECD practitioners is brought to the forefront in the ECD sector. The importance of their voice transferred by their experiences becomes clearer as the study progresses. Ultimately, the efforts toward transformation in the South African ECD sector will be futile if the enablement of the ECD practitioners' occupation is sedentary.

1.7. Dissertation style and outline

As per a qualitative descriptive inquiry and the constructivist paradigm, the nature and style of the dissertation is characterised by the involvement of the researcher in the process and the straightforward approach of the inquiry. Frequently, this dissertation is written in the first person and my voice is present throughout the chapters. Additionally, I may refer to my own experiences and background, as I understand that these will often form my understanding, interpretation and response to the data.

The citation style is that of the American Psychological Association (APA), 6th edition, run through Mendeley® Desktop and the Cite-O-Matic MS Word plugin software. This software allows for automatic referencing and programmed, regular updating of the reference list.

The outline for each chapter is presented:

Chapter 1 presents the introduction and orientation of the study. A brief overview of the literature is aligned with the problem statement directing the research question, purpose and objectives. The significance of the research is highlighted and argued concisely.

Chapter 2 comprises of the literature review supporting the title of the study. It is divided into two main themes from which the focal points of the study are derived. These main themes are Early Childhood Development and occupational therapy, which lead to discussions of the ECD practitioners and occupational enablement, respectively. The Crosstrainer Programme is discussed in the first theme, but drawn through to the second theme. The literature review further seeks to capture the rationale of the study, contextualising the problem statement.

In **Chapter 3**, the research methodology is discussed in detail. The research paradigm is discussed, followed by the method of inquiry employed to answer the research question. The method of inquiry is aimed at providing detail instructions on how the study was conducted, providing a blue print, so to speak. It presents the information regarding the study design, research context, unit of analysis, and exploratory study. The method of inquiry further introduces the collection, management and analysis of the data, followed by the detailed description of the trustworthiness of the study. Finally, the ethical considerations are discussed.

Chapter 4 aims to present and discuss the findings of the study. Initially, the demographic information is presented in order to provide the necessary context in answering on the

occupational enablement. Three themes emerged from the study. Firstly, the Great Imbalance, this was employed to create a rich description of the context as experienced by the ECD practitioners. Both the demographic information and the first theme were used to answer and substantiate the second and third theme. These themes were the Enabling Occupation and Disabling Occupation, respectively, through the CTP. The latter two themes were also placed against the backdrop of the occupational therapy occupational enablement, with specific mention of the six enablement foundations. This chapter concludes with the discussions on salient issues that emerged from the data analysis.

Chapter 5 is directed at concluding the research in line with each of the four research objectives. Triangulation with other studies, literature and ECD programmes are distinctively executed in this chapter in order to argue for or against the conclusions. From the conclusions, the implications and recommendations are argued. The limitations and the value of the study are mentioned towards the end of this chapter. Finally, the chapter is completed by the final reflections and closure.

The relevant and compulsory appendices are included, followed by a summary of the research.

1.8. Summary and concluding remarks

In introducing, orientating, and contextualising the research, this chapter outlines the literature leading towards the problem statement and the significance of the research. Building on the contextual background and philosophical stance from the preface, this chapter escorts the reader towards the rest of the study, leaving enough space for new discoveries presented throughout the chapters. I trust that the dissertation proves to be of value in the current spectrum of knowledge, not only in occupational therapy but also in Early Childhood Development. Following this chapter, the literature review is directed at drawing together all the necessary resources, literature and information in line with the main elements of the title of the study.

Chapter Two

Literature Review

2.1. Introduction

This chapter is dedicated towards reviewing the literature related to this study. Conducting a literature review is a crucial step towards undertaking, and succeeding in a research study (Dieter, Kielhofner, & Taylor, 2017, p. 99; Ridley, 2012, p. 1).

Before executing this study, I performed a basic literature review as part of the original process of determining the significance of the research and embracing the literature available on the topic. This basic review of the literature was also used to introduce the study in the first chapter of this dissertation. As a literature review is a cyclical process, I conducted a second round of searching and exploring of the literature to construct a more detailed review thereof. I would also like to emphasise here that I only completed the extensive literature review after the findings were derived from the data collection and analysis, as I wanted to refrain from any second-hand opinions and biases potentially descended from the literature.

This literature review is purposed at presenting a backdrop for this research study and to position this research on the academic map (Dieter et al., 2017, p. 99; Ridley, 2012, p. 1). It is not aimed at being exhaustive or meticulous, but rather summative in relation to the topic and its related concepts.

The goals or reasons for the literature review include the following:

- To provide an overview of related research and literature to this study.
- To draw on the essential concepts related to the research.
- To support the problem identified and the significance of the study, which consequently is aimed at identifying the gap in research.
- To assist me later in the analysis of the data and making sense of the data corpus.

Moreover, the literature review seeks to conceptualise the core components found in the title of the study from the major themes from whence they are derived from. It is aimed at introducing the reader to terminology and concepts appraised through the research. Consequently, the literature review has been divided into two main themes from which the

focal components of the title of this study are derived, namely (2.2.) Early Childhood Development and (2.3.) Occupational therapy. These two sections of the literature review will in due course lead to discussions on the ECD practitioners and Enabling Occupation, respectively. The Crosstrainer Programme is discussed in the section (2.2.) Early Childhood Development and mentioned throughout the rest of the literature review, as outlined in the visual representation in Figure 1.

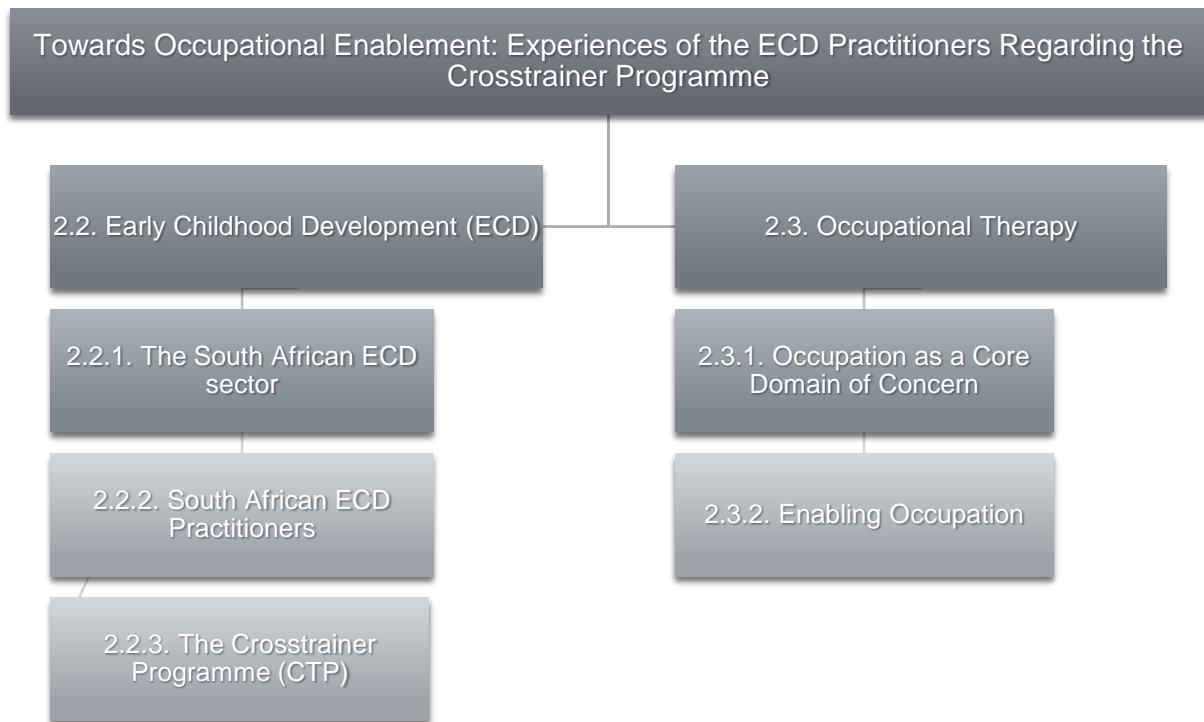


FIGURE 1: OUTLINE OF THE LITERATURE REVIEW IN LINE WITH THE COMPONENTS IN THE TITLE OF THE STUDY (COMPILED BY A. VAN DER WESTHUIZEN)

Each of these components, Early Childhood Development (2.2) and Occupational Therapy (2.3) along with their respective sub-components: The South African ECD Sector (2.2.1), South African ECD Practitioners (2.2.2), The Crosstrainer Programme (2.2.3), Occupation as a Core Domain of Concern (2.3.1) and Enabling Occupation (2.3.2) will be discussed in sections of this chapter. The definitions as well as the literature relating to each component concerning the topic of this study will be presented.

2.2. Early Childhood Development

Early Childhood Development (ECD) refers to the physical, affective, sensory, cognitive and social development of children from prenatal stage to nine years of age. These dimensions are interdependent and closely related to the environment, activities, and opportunities and services available to the children. These settings may vary and include home, school, health facilities, and ECD centres or community-based centres (Baker-Henningham & Lopez Boo, 2010, p. 4; Berry et al., 2013, p. 25; Department of Education, 2001, p. 9; Grantham-McGregor et al., 2007, p. 60; The World Bank, 2010, p. 1). Despite the benefits of ECD, developing countries are yet to produce comprehensive programmes that reach all children and provide holistic development (Atinc & Gustafsson-Wright, 2013, p. 1).

Access to good quality early learning programmes (or early childhood education programmes), apart from the home environment, are imperative towards the holistic development of children, including cognitive, affective, and language skills necessary for improved engagement in formal schooling later on (UNESCO, 2017, p. 140; UNICEF, 2018, p. 1). However, despite these benefits, enrolment percentages and opportunities are still deemed inadequate in developing countries on a global scale (Atinc & Gustafsson-Wright, 2013, p. 1; UNICEF, 2018, p. 1). Indeed, the percentage of children aged three to five attending early learning programmes varies over the different regions of developing countries. In surveys from 2005 – 2016, these percentages were: 26% in Middle Eastern and North African, 27% in Sub-Saharan African, 27% in West and Central African, 37% in East Asian and Pacific, 61% in Latin American and Caribbean, and 13% in the least developed countries (UNICEF, 2018, p. 1). In some countries over 2011 to 2015, less than 50% of children aged three to five engaged in adult-directed activities aimed at promoting learning. These countries include but are not limited to Malawi, Swaziland, Ghana, and Zimbabwe (UNESCO, 2017, pp. 138, 143).

Numerous children up to the age of five years old, living in developing countries, face exposure to multiple risks affecting their early childhood development. These risks include poverty, malnutrition, poor health and unstimulating home environments. Subsequently, these disadvantaged children often do poorly in school causing them to enter into low-income jobs that, in conjunction with high fertility rates associated with poverty, may in turn hinder them from fully providing for their own children later on. This demonstrates a snowball effect transferring poverty throughout generations, consequently also affecting the communities negatively (Atinc & Gustafsson-Wright, 2013, p. 1; Baker-Henningham & Lopez Boo, 2010, p.

4; Black & Hurley, 2016, p. e505; Department of Education, 2001, p. 9; Grantham-McGregor et al., 2007, p. 60; Lu, Black, & Richter, 2010, p. e916).

Investing in Early Childhood Development has been deemed as one of the most effective strategies on the long run to eradicate poverty, as this investment is a critical component towards improving performance in formal schooling resulting in bettered employment levels (Atinc & Gustafsson-Wright, 2013, p. 1; Hall et al., 2016, pp. 3, 26). In South Africa, efforts are made to increase opportunities for quality, holistic early childhood development of all children in order to reduce poverty rates and to protect the rights of children (Berry et al., 2013, p. 27; Department of Education, 2001, p. 9; Hall et al., 2016, p. 3).

2.2.1. The South African ECD Sector

Education White Paper 5 defines Early Childhood Development (ECD) as an umbrella term that applies to the processes by which young children, birth to nine years of age, grow and flourish. These processes include policies and programmes with active involvement from parents, caregivers, ECD programmes, ECD centres, and ECD practitioners. It further mandates to protect the right of children to develop to their full potential within their cognitive, physical, emotional and social abilities (Department of Education, 2001, p. 9). Early Childhood is the phase laying the foundation for optimal survival, growth, development and protection of infants and young children across all areas of their lives. Such optimal development relies on having a supportive and nurturing environment (Republic of South Africa, 2015, p. 22). ECD services are crucial towards the holistic development of children (Hall et al., 2016, p. 4).

As mentioned earlier, apart from the home environment, care and education programmes are critical towards children's development and success (Black & Hurley, 2016, p. e505; United Nations Children's Fund, 2012, p. 10). Early Childhood Development programmes promote ECD by providing one or a combination of services and ways of supporting a child, a group of children, and/or caregivers. Such a programme ought to be structured to provide developmental stage and age appropriate learning and support. ECD programmes can be centre-based or non-centre based (Berry et al., 2013, pp. 25, 42; Ilifa Labantwana, 2017a, p. 1). In South Africa, centre-based ECD programmes may be offered either at an ECD centre or at a child and youth care centre. Non-centre based programmes in the South African ECD sector include programmes such as home based programmes, community based programmes, mobile ECD programmes, playgroups, toy libraries, outreach ECD programmes, and child minding (Ilifa Labantwana, 2017a, p. 1).

Currently in South Africa, the typical ECD setup in rural areas results in a large number of children being deprived of essential Early Childhood Development and it is recognised that there is a deprivation of such proper ECD services (Department of Higher Education and Training, 2017, p. 2). In fact, approximately 63% of South African children under the age of six live in poverty, which directly influences their holistic development. Although this figure is an improvement from the 80% in 2003, it is still too high as it amounts to nearly two-thirds of children (Hall et al., 2017, pp. 6, 10; Pretorius, 2016, p. 1). According to White Paper 5, “the problem of ECD provision in South Africa is one of access and of equity” (Department of Education, 2001, p. 12). Without the necessary early learning interventions in place, investments in primary and secondary education will also not enjoy the intended results. Consequently, quality early learning opportunities for all South African children have been deemed a top priority (Hall et al., 2016, p. 29).

The National Integrated Early Childhood Development Policy, a relatively new policy in South Africa approved by the Cabinet in December 2015, mandates the provision of ECD services as a right to all children without discrimination. The long-term goal aims to provide a comprehensive, developmental stage-appropriate ECD package providing necessary services to reach the Constitutional rights of South African children and their holistic development (Hall et al., 2016, pp. 4–5; Republic of South Africa, 2015, p. 8).

But despite the efforts by the White Paper 5, South African Schools Act and the National Integrated Early Childhood Development Policy, many children and ECD practitioners in rural areas may still have difficulties to reach such opportunities (Department of Education, 2001, p. 10, 2011, p. 3; Department of Higher Education and Training, 2017, p. 2). Although our government is obligated by law to provide ECD services that are essential towards protecting the rights of South African children, it is also not possible to realise these outcomes immediately. In the meantime, children can also not wait for the necessary systems to fall into place. Collaboration among different departments is therefore a critical requirement to address this inequity of access to the crucial ECD services every child has the right to have (Department of Education, 2001, p. 9; Hall et al., 2016, p. 5, 2017, p. 4). This consequently also distributes the responsibility to the South African private and non-profit sectors to help reach these areas (Hall et al., 2017, p. 5; Human Sciences Research Council, 2014, p. 123; Republic of South Africa, 2015, p. 43).

The comprehensive package, as suggested by the National Integrated ECD Policy, consists of five essential components namely maternal and child health interventions, nutritional support, support for primary caregivers, social services, and stimulation for early learning

(Berry et al., 2013, p. 30; Hall et al., 2016, pp. 4–5). Table I provides an overview of these essential components distributed across the developmental age groups in ECD.

TABLE I: DISTRIBUTION OF THE ESSENTIAL COMPONENTS ACROSS THE DEVELOPMENTAL AGES UNDERPINNING ECD (HALL ET AL., 2016, PP. 4–5, 26, 2017, P. 34)

Conception to birth	Birth to two years	Two to four years	Four to end of five years	Six to nine years
Maternal and child health intervention, nutritional support, and social services.	Maternal and child health intervention, nutritional support, and social services.	Stimulation for early learning directed at home and community based programmes, and nutritional support.	Stimulation for early learning aimed at formal early learning interventions such as at ECD centres, and nutritional support.	Formal schooling. Access is widely available and compulsory.
	<p>Birth to three years</p> <p>Learning through relationships with caring adults in their lives.</p> <p>Benefits from home visiting and parental support.</p>	<p>Three to five years</p> <p>Benefits from quality group-based early learning programmes.</p>		

Table I illustrates how this comprehensive package focusses mainly on providing the essential components to children (and their mothers in the early stages) from conception to five years of age. Seeing that children generally start attending formal schooling from the age of six years old, ECD services and specifically the comprehensive package focus on providing to children under the age of six (Hall et al., 2016, p. 6, 2017, p. 4; Pretorius, 2016, p. 1). Early learning can be seen as one of the main focusses from two to five years old.

Providing early learning opportunities is a crucial component in the national comprehensive ECD package, prioritised for all children from birth to formal school going age (Hall et al., 2016, p. 26). Children who attended good quality early learning programmes enjoyed heightened school-readiness by the time they reach formal schooling (Berry et al., 2013, p. 69; Fourie,

2013, p. 60; Hall et al., 2016, p. 27). Ideally, early learning should start at home from birth to two years of age and progress to group learning environments, which could be community or centre-based, from the age of three to school-going age as their need for stimulation increase (Berry et al., 2013, p. 66; Hall et al., 2016, p. 26). Children from the age of three derive great benefits on educational, social and emotional areas by participating in high quality group-based early learning programmes that may take on different forms and delivery models (Hall et al., 2017, p. 34). In addition to the cognitive improvement, it has also been found that children that attend early learning programmes benefit from other essential services that are important in this phase of life such as health interventions, nutritional support, and social services (Hall et al., 2017, p. 34).

Programmes that promote early learning include ECD centre-based programmes, home based programmes, and playgroups (Berry et al., 2013, p. 30; Hall et al., 2016, p. 26). ECD centres form the delivery model ECD practitioners are based at to improve the Early Childhood Development of children through early learning activities and programmes. South African ECD centres may vary from sites in informal settlements or rural areas, where (mostly) women who may have some or no formal qualification look after the children within their close communities, to suburban day care centres or even pre-primary school classes equipped for education. Alongside the variation in centres, levels of quality education and resources also vary (Department of Education, 2001, pp. 12, 14; Gardiner, 2008, pp. 23–24).

Nonetheless, access to early learning opportunities are unequally spread across the different income levels in South Africa where children from a higher income level have increased and bettered access to essential ECD services than those children from lower income levels (Hall et al., 2016, pp. 26–27). This inequity of access to good quality early learning programmes creates a distinct disadvantage and school-readiness gap for children from poorer communities or low-level income families (Berry et al., 2013, p. 69; Hall et al., 2016, p. 27).

Statistics from 2015 show that children under the age of six years old amount to 6 235 000 in South Africa (463 000 in North West province (NW)). Of these, 57% live in urban areas, 39% in rural traditional areas that are also known as former homeland areas, and 4% on rural farms (48%, 48%, and 4% in NW, respectively) (Hall et al., 2017, p. 10). From this population, it has been reported that 17% of South African children from birth to two years and 63% of children aged three to five years attend some sort of early learning group programme (12% and 65% in NW, respectively) (Hall et al., 2017, p. 38). In North West, access to early learning group programmes for children aged three to five has increased substantially from 58% to 65% between 2014 and 2015 (Hall et al., 2017, p. 35).

Currently, early learning programmes are also not provided as a free service, which maintains this inequity across income levels (Hall et al., 2017, p. 35). ECD centres ought to provide an ECD programme (Berry, Jamieson, & James, 2011). This provides even more reason for the necessity of financially viable early learning programmes for ECD centres to offer to the children attending. Much is still needed to improve the development, education and quality of life of the South African children, especially those living in poverty and rural or remote areas. Until this imbalance is addressed and considerable effort is made to establish apposite programmes to integrate into the rural ECD sector, education in rural areas may still limit the opportunities all children ought to grow into. Such necessary early interventions will result in relieving the problem of loss of potential in children, with proof of rapid improvements (Black & Hurley, 2016, pp. e505–e506; Gardiner, 2008, p. 9; Grantham-McGregor et al., 2007, p. 67).

These outcomes for children to grow and develop to their full potential are not only a result of access but will only be realised if the programmes they have access to are of good quality (Hall et al., 2017, p. 35). Children who attended good quality early learning programmes have been found to be more school ready by the time they enter formal schooling (Hall et al., 2016, p. 26). Since children from three years of age especially benefit from group based early learning programmes, it is evident that there is a great necessity for such programmes. Training ECD practitioners is an indispensable component in accommodating such needs. However, no comprehensive statistics were found on how many ECD practitioners are currently practicing in South Africa or the North West province, whether trained or not.

In early learning, increased support for ECD practitioners is vital towards quality early learning programmes and the overall South African ECD sector as they are directly involved in the development and fulfilment of the potential of the children (Hall et al., 2017, p. 37). With the critical factor being the quality of care and stimulation provided through these programmes (Hall et al., 2016, p. 28), the importance of and the need for well-trained ECD practitioners are emphasised even more. This said, a core component that is necessary to improve the South African ECD sector, specifically for rural areas, involves focussing on developing ECD practitioners to become more capable (Berry et al., 2013, p. 35; Department of Higher Education and Training, 2017, p. 2). Subsequently, the South African ECD practitioners are discussed.

2.2.2. South African ECD Practitioners

An ECD practitioner is defined as a person working with children in an ECD centre who has been formally or informally trained to provide ECD services to children from birth to school-going age (National Development Agency, 2015b, p. 1). The term ECD practitioner, according to the Education White Paper 5, encompasses various roles, responsibilities and levels of qualification. This is an inclusive term for caregivers, teaching assistants and pre-school teachers (Department of Education, 2001, p. 23). It is also recommended that the term 'practitioner' be used rather than 'educator' (Berry et al., 2011, p. 60).

South African ECD practitioners, especially in rural or low-socio economic areas, have been deemed inadequately trained in the essential Early Childhood Development required to teach and develop these children at this vulnerable age. This has been regarded as a primarily important aspect of concern in the South African ECD setup and a great need for capable ECD practitioners is recognised (Berry et al., 2013, pp. 32, 35; Department of Higher Education and Training, 2017, p. 2; DGMT, 2013, p. 1; Erasmus et al., 2011, p. 49; Fourie, 2013, p. 60; UNICEF, 2014, p. 35). In improving the quality of ECD centres, training and support are key elements to recognise (Dawes, Biersteker, & Hendricks, 2012, p. 35).

Many ECD practitioners opt for basic, entry-level certificates in Early Childhood Development to access training and recognition for prior experience working with children, and to improve the quality of the ECD services they render. The phenomenon in the field is that ECD practitioners are already working in the field prior to training. This tendency is a result of the exclusion of these practitioners from the necessary training opportunities in the past. The South African Qualifications Authority (SAQA) provides this basic ECD training on levels one to five (based on the pre-2009 NQF levels) labelled by many ECD practitioners as ECD levels one to five (South African Qualifications Authority, 2018a, p. 1, 2018b, p. 1). These certificates are valuable in assisting the ECD practitioners to gain a basis for ECD and a foot in the door, so to speak. These qualifications can be used to aid the practitioners in providing ECD services to children in a variety of programmes including community-, ECD centre-, and home based. Generally, ECD practitioners with these qualifications will execute their role with the support of designed programmes (South African Qualifications Authority, 2018b, p. 1). Therefore, further support through training opportunities and designed programmes is still necessary for these ECD practitioners.

According to the South African Child Gauge, focussing on the adequacy and qualification of the human resources, primarily in view of the ECD practitioners, is considered as a core

component of an effective ECD system especially regarding early learning opportunities (Berry et al., 2013, p. 35). This correlates with other resources such as the UNICEF Early Childhood Development Knowledge Building Seminar held in 2014, and the South African ECD Review 2017 (Hall et al., 2017, p. 37; UNICEF, 2014, p. 35). ECD practitioners are therefore regarded essential towards the improvement of the ECD sector.

Training, mentoring and providing support to ECD practitioners are therefore crucial in the transformation of the South African ECD sector. Within this context, this support is fundamental towards enabling their occupation. This, in turn, will also improve the quality of education provided to the children in their care, impeding the negative snowball effect mentioned earlier. The Crosstrainer Programme (CTP) is such a programme that aims at training and supporting ECD practitioners and ultimately assisting in the necessary transformation of the ECD sector, specifically in rural areas where the need is great (Crossroads Educational Foundation, 2017, p. 1 Crosstrainer Programme).

2.2.3. The Crosstrainer Programme (CTP)

The Crosstrainer Programme (CTP) is an ECD centre-based Early Childhood Development programme providing early learning stimulation for children from three to six years of age in rural African, especially South African, ECD centres (Crossroads Educational Foundation, 2017, p. 1 Crosstrainer Programme).

This programme was established by Crossroads Educational Foundation, an Article 21 Non-Profit Organisation (NPO) dedicated to investing in Early Childhood Development in Africa and especially South Africa. This NPO is predominantly funded by local companies aiming to help make a difference in the lives of the people disadvantaged, but donations have been received by other companies as well (Crossroads Educational Foundation, 2017, p. 1 About). Therefore, Crossroads Educational Foundation gains a constant flow of income to support the CTP expenses as well as the other programmes they run. However, support to these ECD practitioners is consequently determined by the availability of funds.

It was the inequity of ECD services and the limited availability of opportunities in the rural ECD sector (Department of Education, 2001, p. 12) that enthused Crossroads Educational Foundation to develop and establish the CTP. The CTP was developed from a developmental programme, PlayProf, which was originally designed by an occupational therapist. Importantly, the CTP is not solely purposed to improve the development of children in rural African areas or villages, but inherently pursues to empower the ECD practitioners to invest

in the lives and education of the children within their immediate communities (Crossroads Educational Foundation, 2017, p. 1 Crosstrainer Programme). It was thus designed to empower ECD practitioners to provide the essential ECD services for the children attending their ECD centres and ultimately address the issue of inequity and access (Crossroads Educational Foundation, 2017, p. 1 About). This is noteworthy in light of the current deficiencies in the ECD sector, in the period wherein the training of ECD practitioners has been deemed a priority to address the transformation of the ECD sector in South Africa. As mentioned in the previous section, training, mentoring and supporting ECD practitioners are important towards the necessary goals aimed at improving ECD.

The CTP provides opportunities for training where it is not always otherwise possible. In fact, Crossroads Educational Foundation has served various communities from different countries with the CTP training. By 2017, the CTP had been implemented in 55 communities distributed in different countries namely South Africa (predominantly), Zambia, Malawi, Mozambique, and Lesotho. More than 1000 ECD practitioners have been trained, covering over 12 900 children enrolled in their ECD centres (Crossroads Educational Foundation, 2017, p. 1 About).

The CTP incorporates basic occupational therapy knowledge, in alignment with the rural ECD setup, to ensure that all the critical stages of ECD are covered and a foundation for future learning accordingly secured. It consists of a systematic guide for the ECD practitioners to follow on a daily basis. It comprises 40 lessons per term for every age group, therefore 160 lessons for each year, printed in four books, one book per term per age group amounting to 16 books per centre. Each lesson can be completed in approximately 30 – 45 minutes. The CTP comprises only these books with no additional equipment. Prior to using the CTP, ECD practitioners are trained for three days on the basic principles of the CTP. The training includes guidance on practicalities: how to follow the programme and how to implement and adapt the lessons. There are no costs involved for the ECD practitioner nor the ECD centre as the books and training are sponsored by local organisations (Crossroads Educational Foundation, 2017, p. 1 Crosstrainer Programme).

Furthermore, the lessons for each age group are similar in activity, but vary in level of difficulty with age specific grading. As a result, all children partake in the same activities, only at different levels of difficulty and therefore readily avails grading of each activity to each child's development. This allows the ECD practitioners to present the same lesson to their class, but adapt the lesson specific to the different age groups and levels of development of the children. Due to limited resources, the reality for most of these ECD centres is that these age groups are often placed in one or two rooms and all partake in the same activities, that is, if they have

activities planned for the day (Crossroads Educational Foundation, 2017, p. 1 Crosstrainer Programme). An ECD programme should provide suitable learning and support in accordance with the developmental level of the children. It often consists of scheduled activities aimed at improving the development of the children in line with their age, developmental stage and abilities (Berry et al., 2011, p. 24).

The content of the CTP is not bound to any religion, culture or race and consequently it is appropriate for all children from most contexts. CTP is intended to be suitable for the rural context of the ECD centres, the children and their environment, it contains contextually relevant examples, and utilises resources and equipment as found in their environment. However, the programme is only available in English at this point and leaves ECD practitioners with the task of translating it (Crossroads Educational Foundation, 2017, p. 1 Crosstrainer Programme). Excerpts of the CTP can be seen in Appendix I: CTP Lesson Excerpts.

The CTP is potentially a valuable programme to consider in the South African ECD sector to support the ECD practitioners, especially those with limited prior training opportunities or with the lack of resources to implement an ECD centre-based early learning programme. However, there are other programmes available in South Africa.

2.2.3.1. Alternative programmes in South Africa

At this stage, the NPO sector has an important role to play in implementing the essential ECD services (Hall et al., 2017; Human Sciences Research Council, 2014; UNICEF, 2014). There are ample programmes supporting ECD, especially from the private and non-profit sectors. In my opinion, there are more programmes than what we are aware of, as I have met people from organisations running programmes to help where they can, unofficial or even undocumented on public platforms. It is imperative to acknowledge the efforts public or personal entities are making towards improving ECD by supporting various services. Alternative programmes providing early learning opportunities are available. Some of these programmes will be discussed in attempt to acknowledge the general movement and effort of South African people and organisations. Also, to place the Crosstrainer Programme in light thereof.

The **Mobile Early Childhood Development Programme**, though not a centre-based programme, is a great programme currently running in South Africa, including in the North West province. It is aimed at providing early learning programmes and other essential services to children from poorer communities, especially living in rural areas outside of the general ECD services' reach, via trucks packed with the necessary equipment run by trained

ECD practitioners. Currently, there are three trucks in North West in three different districts namely, Ngaka Modiri Molema, Dr Kenneth Kaunda, and Dr Ruth Segomotsi Mompati. These Mobile ECD programmes are a solution to provide quality ECD services, including early learning opportunities, despite the current financial barrier to establish and expand such services. It is also an immediate solution to the issue of infrastructure (National Development Agency, 2015a, p. 1; UNICEF, 2016, pp. 4–5).

Another alternative early learning opportunity to the traditional ECD centre-based programmes is toy libraries, which is differentiated as a non-centre based programme (Ilifa Labantwana, 2017a, p. 1). They are aimed at providing cost-effective, carefully selected, developmental age-specific educational toys for families, children, and ECD practitioners. **Cotlands Toy Library** is an example of such a programme. They also facilitate early learning **playgroups** in vulnerable, South African communities where children can enjoy age-specific learning in two age categories namely, birth to two years and two to four years (Cotlands, 2018, p. 1). By 2015, both the toy libraries and the playgroups have been implemented in six of the nine South African provinces including Gauteng, Mpumalanga, Kwa-Zulu Natal, Eastern Cape, Western Cape, and North West (Cotlands Board, 2015, p. 3).

Playgroups are also non-centre based programmes aiming to provide early learning opportunities for children as an alternative to ECD centre-based programmes but still render this service in a group-based learning setting (Hall et al., 2016, p. 26; Ilifa Labantwana, 2017a, p. 1). Playgroups provide a financially more viable option to ECD centre-based programmes as they do not need the infrastructure the ECD centres require to run their programmes, yet they deliver group-based learning opportunities for young children in communities where other options are not necessarily available (Hall et al., 2017, p. 34). The **TREE Structured Playgroup Programme** (Training Resources for Early Education), situated in Kwa-Zulu Natal, provides developmentally appropriate experiences to children aged three to five (younger children regularly attend) whom do not have access to formal ECD centre-based programmes. This programme aims at training play facilitators in various communities where, in turn, these facilitators train the parents of the attending children to facilitate each playgroup on a rotating basis (Dawes et al., 2012, p. 19). **Ntataise Mosupatsela Playgroup Programme**, based in Free State, provides a weekly two-hour playgroup session, targeting children from three to five years old that were unable to attend ECD centre-based programmes (Dawes et al., 2012, p. 19). Both these playgroups run on volunteer basis (Dawes et al., 2012, p. 19).

In North West, **SmartStart Early Learning Playgroups Programme** aims at providing early learning playgroups for children aged three to five as an alternative to ECD centre-based

programmes, as it is said to be cost-effective and a scalable way to deliver this essential service to children who may not have other opportunities due to various reasons. In June 2017, 1400 children were reached by this programme in the NW. This programme is registered and subsidised by the Department of Social Development (Ilifa Labantwana, 2017b, p. 1).

Ntataise Enrichment Programme, based in the Free State, aims at training ECD practitioners at level 4 to implement an ECD centre-based early learning programme for children aged three to five. It involves monthly workshops, learning material, and on-site good practice modelling twice a year (Dawes et al., 2012, p. 18).

Bafenyi Trust is a Public Benefit Organisation aimed at supporting ECD practitioners in NW through three different programmes, one of which aims at providing quality early learning in the communities. The **Dinaledi Programme** facilitates weekly educational workshops providing practical guidelines for quality ECD centre management and age-appropriate stimulation for children grouped in ages of birth to two years, three to five years, and children older than five years old. Each practitioner receives a Dinaledi Classroom Resource Kit and the weekly training aids necessary for the following week. Additionally, the Dinaledi Programme facilitates a mobile toy library with educational toys and books in Setswana (Bafenyi Trust, 2018a, p. 1).

These programmes, only to mention a few, are all involved in providing support to children, parents, ECD practitioners, and communities through early learning opportunities. Much recognition can be ascribed to organisations from the private and non-profit sector as well as the government sector for efforts towards the necessary improvements of access and quality essential ECD services. However, currently there are no reliable data enabling national monitoring of early learning programmes nor the quality of such programmes (Hall et al., 2016, pp. 28, 30, 2017, p. 35).

Cumulatively, these NPOs reach many children and therefore do not necessarily need to be replaced by any other ECD programme. Rather, through learning from each other, these programmes could improve their services and ultimately the children's development. However, group programmes at ECD centres have been proved to show the best results towards school-readiness of children (Dawes et al., 2012, p. 35).

Moreover, the **Crosstrainer Programme (CTP)** may be a viable ECD centre-based programme to look into, as it is different in the following aspects:

- It allows for daily early learning intervention opportunities, contrasting to weekly opportunities that some playgroups offer.
- Training is provided over three days, aiming to equip the ECD practitioner with the basic knowledge on development and utilisation of the CTP books, not monthly or weekly as some ECD centre-based programmes do. On the one hand, this is a positive point as it could realise into training more ECD practitioners, positively affecting more ECD centres and the children attending. On the other hand, monthly or weekly training could plausibly result to supporting the ECD practitioners more frequently.
- The CTP trains one or more ECD practitioner(s) from each centre, creating consistency in the early learning process as opposed to volunteer-basis and rotating facilitators of learning.
- The CTP books are for children from three to six years old, which could better assist in grading activities for older children. This again differs from the other programmes aimed at children three to five years old.
- Age-specific learning material is provided and facilitated by a trained ECD practitioner, which could increase the efficacy of the learning process compared to taking out a toy from the library.
- Group-based learning is reached through the CTP, contrasting to toy libraries where individual play could often be the case.
- There is no minimum qualification level required for CTP training, diverging once again from other programmes.
- CTP training could reach more children compared to mobile trucks. However, the CTP caters for ECD practitioners practicing at existing infrastructure, which the mobile ECD programme on the other hand brings the infrastructure to the children.
- As the CTP provides training to existing ECD practitioners whom are often unable to attain training elsewhere due to their qualification level, the CTP also develops a person's occupation.

In occupational therapy, being a change agent is attributed as a central role and proficiency of occupational therapists (amongst other attributes) (CAOT, 2012, pp. 1–2). A broader global and social responsibility towards the issues of inequity and poverty is recognised, as occupational therapy has the potential to benefit the wider society as well as the individual (Pollard et al., 2005, pp. 525–526). Becoming involved in the ECD change is therefore

imperative for South African occupational therapists. Being an occupational therapist in itself motivates me to investigate such a programme within occupation as a core domain. The CTP seems to focus not only on the development of children, but provide a service to train and support ECD practitioners. It could also be argued that a programme specifically enabling the occupation of the ECD practitioners is vital in this process as they are directly involved with the children. Occupational therapy is discussed in the following section steering the literature towards enabling occupation.

2.3. Occupational Therapy

“Occupational therapy is the art and science of enabling engagement in everyday living through occupation; of enabling people to perform the occupations that foster health and well-being; and of enabling a just and inclusive society that all people may participate to their potential in the daily occupations of life” (Townsend & Polatajko, 2013, p. 27). It may be defined as a health profession providing a client-centred service towards promoting quality of life through occupation and improving participation in occupations and activities of daily living (World Federation of Occupational Therapists, 2013, p. 4).

“Occupational therapy embodies an appreciation of Man’s greatest capacity, the ability to explore and master his world. Occupational therapy clinics tap the deepest and most powerful adaptive response – the ability to find challenge and meaning in one’s daily undertakings, one’s occupation.”

(Kielhofner & Posetary Burke, 1980, p. 573)

Occupational participation can be facilitated or hindered by factors including the abilities of the individual, the characteristics of the occupation as well as the environment. Occupational therapists focus on improving individuals’ participation in occupations within their communities to affect the client’s health, well-being, and life satisfaction positively. The outcomes in occupational therapy is often achieved by working with individuals and/or communities to better their ability to engage in occupations, or by modifying the occupation itself or the environment (American occupational therapy Association, 2014, p. S1; World Federation of Occupational Therapists, 2013, p. 4).

Expertise in enabling occupation has been afforded to the occupational therapist as a pivotal role which is strengthened by supporting roles, including being a change agent (CAOT, 2012, pp. 1–2). This central role of the occupational therapist within the community has evolved to

become a core rather than subordinate focus and greater emphasis is placed on prevention, public health promotion and community development in the South African health care context (Janse van Rensburg, 2012, p. 19). Even within the community, occupational therapists focus on the occupation as the core domain of concern, though this may be found unique and should be focussed on intentionally. Being a change agent for the ECD sector and specifically these ECD practitioners include focussing on their occupation and the enablement thereof.

2.3.1. Occupation as a Core Domain of Concern

*“Occupation is a curious thing
It pervades our lives and marks our days
It defines us and is defined by us
It both shapes the world and is shaped by the world
It can be known by the tools it uses and the wake it leaves in its path
It is intangible and invisible until a person engages in it
It is a performing art
It can only be seen when a person performs it and only understood when a
person tells you its meaning”*

Helene J. Polatajko (2013, p. 38)

According to the Canadian Association of Occupational Therapists, *human*^a occupation refers to everything or every activity humans engage in their daily living. These occupations are essential to promote health and well-being which in turn also describe who a person is and how one feels about oneself (World Federation of Occupational Therapists, 2013, p. 11). Occupation has been considered as the **core domain of concern** in occupational therapy (Pierce, 2014, p. 1; Townsend, 1999, p. 153; Townsend & Polatajko, 2013, p. 11; Twinley, 2012, p. 1). In our profession, occupation is an ever-evolving term and has further been refined to much more than a career or activity in which we engage in. It is predominantly seen as human activity that is essential to health and well-being, but it is also a healing process to the human as an occupational being (Kielhofner & Posetary Burke, 1980, p. 573; Kielhofner et al., 1980, p. 778; Twinley, 2012, p. 1; World Federation of Occupational Therapists, 2013,

^a The word ‘occupation’ in this study solely refers to *human* occupation, as it refers to tasks, activities and occupations humans partake in. From hereon I will be referring to ‘occupation’, encompassing the term as *human* occupation.

p. 19). Occupation therefore upholds two assumptions in occupational therapy. The first is that the human is an occupational being, that occupation is essential to all people. People are born occupational beings and are not cultivated as such. The second is that occupation possesses potential therapeutic value (Townsend & Polatajko, 2013, pp. 20–21, 54).

There is a risk, however, to applying all activities or human doing to occupation regardless of the complexity of the tasks without substantiating a hierarchy. The Taxonomic Code for Occupational Performance (TCOP) may shed some light and present consistent, systematic differentiation among the levels of occupation (Polatajko et al., 2004, pp. 261–262; Townsend & Polatajko, 2013, pp. 18–19). The taxonomic code presented in Figure 2 is an adapted version of the TCOP with added examples to each level of occupation to personalise the TCOP to the study.

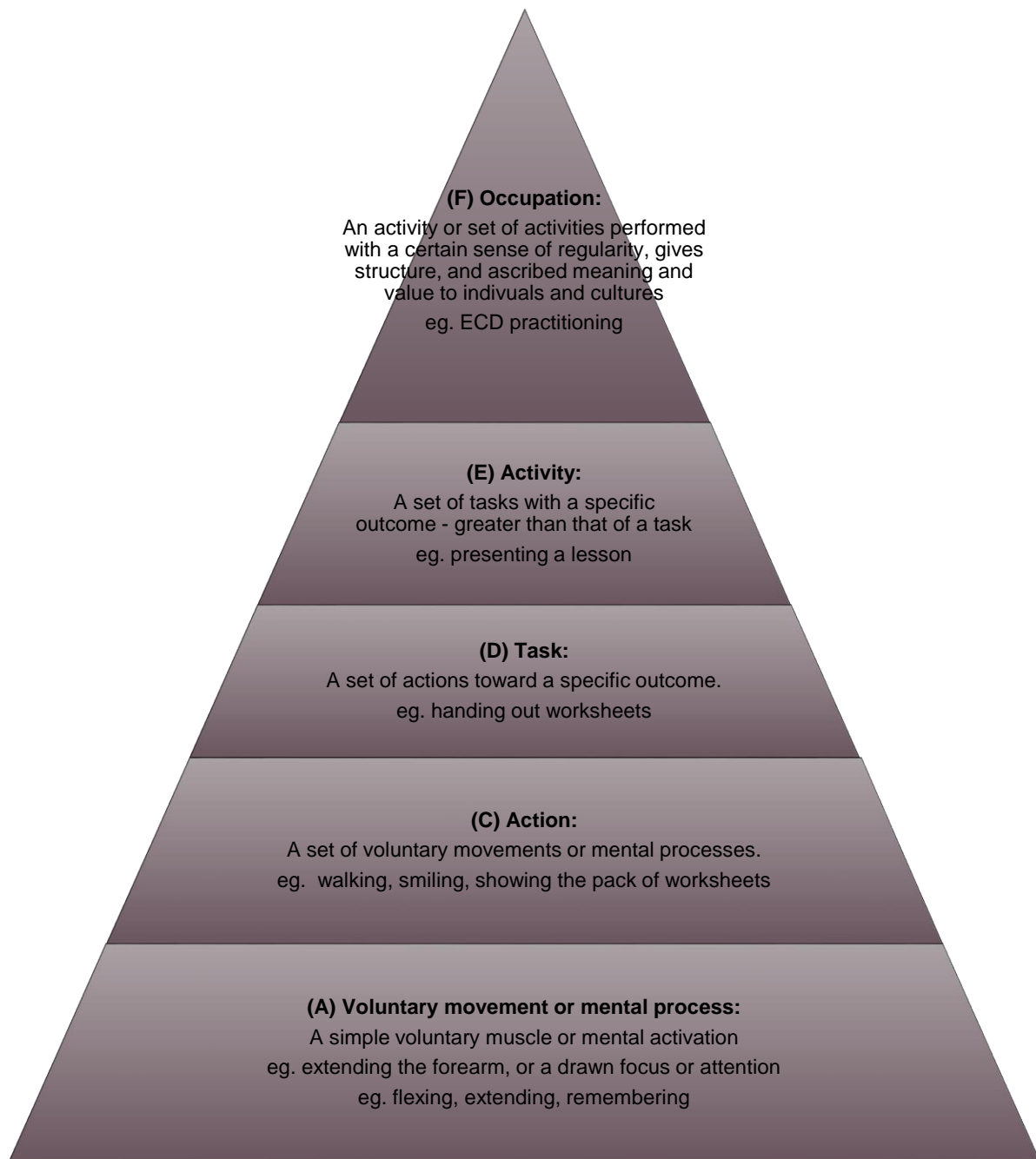


FIGURE 2: ADAPTED TAXONOMIC CODE OF OCCUPATIONAL PERFORMANCE (POLATAJKO ET AL., 2004, P. 263; TOWNSEND & POLATAJKO, 2013, P. 19)

Activity is defined as a task or set of tasks towards a specific outcome, which may in turn contribute to an occupation. Occupation can therefore be defined as an activity or group of activities engaged by a person that has meaning and provides structure. Moreover, to the individual, occupation forms part of one's identity (Creek, 2006, p. 205; Polatajko et al., 2004, p. 263; Townsend & Polatajko, 2013, p. 19).

Wilcock (1999, p. 5) further hones occupation by demonstrating that doing, being, becoming and belonging collectively epitomise occupation. **Doing** describes the active participation in

a meaningful and purposeful activity, which may result either positively or negatively. **Being** involves being unpretentious towards ourselves, our nature, our very essence and the distinguishing factors uniquely attributed to ourselves that can be found useful to others in our activities and relationships. **Becoming** comprises of striving towards accomplishing full personal development and enhancement of being. She also explains that becoming has to do with the contribution people believe they can make towards their own development through doing and can offer something of worth to their community which in turn may transform their standing within their society (Wilcock, 2006, p. 149). **Belonging** is the fourth dimension to occupation that was added in her later publications and refers to the sense of being connected to people and the relation among them also impacting on their health and well-being (Janse van Rensburg, 2012, pp. 20–21; Wilcock, 2007, p. 5).

Occupations are of doing. Doing is involved in every occupation. It is a goal-directed pursuit performed in various contexts which, in turn, influence how it is done (Christiansen et al., 2005, p. 5). People engage in occupation anytime and at all times. Occupations occur over time which could be with or without observation from others (American Occupational Therapy Association, 2014, pp. S4–S6; Pierce, 2014, pp. 3–4; Townsend & Polatajko, 2013, p. 44). It can be performed anywhere on earth and even out in space (Townsend & Polatajko, 2013, p. 48).

Within the Occupational Therapy Practice Framework (OTPF), occupation is also referred to as the core domain of concern. Occupations are stressed as being central to a person's identity and sense of competence. The OTPF identifies a range of occupations as activities of daily living (ADLs), instrumental activities of daily living (IADLs), rest and sleep, education, work, play, leisure, and social participation (American Occupational Therapy Association, 2014, pp. S4–S6). However, the Canadian Model of Occupational Performance and Engagement (CMOP-E) distribute occupation into three classes namely self-care, productivity, and leisure. The term productivity is preferred in this model seeing that work is often subjectively ascribed to many other tasks other than a job (Townsend & Polatajko, 2013, p. 42). However, for the purpose of this study, the OTPF classification is preferred as the occupation of work is the focus and in this case refers directly to a career or job, being an ECD practitioner.

Occupations are of meaning. Meaning is derived from each occupation uniquely for each person involved and can be associated differently each time. It can be individual or shared meaning with others (Christiansen et al., 2005, p. 5). Meaning both directs occupational engagement and is the outcome thereof. There is no one theory or description of the

characteristics of meaningful occupation. Rather, occupations are idiosyncratic, therefore, while all humans need occupations, occupations and the experiences related to those occupations are personal to people as individuals (American Occupational Therapy Association, 2014, pp. S4–S6; Pierce, 2014, pp. 3–4; Townsend & Polatajko, 2013, pp. 22, 59, 60). Occupations bring meaning to life as they direct exploration and education from the environment, compel mastering of skills, emphasize individuality and the unique expression thereof, and sustain life (Pierce, 2014, p. 500; Townsend & Polatajko, 2013, p. 21). As mentioned earlier, within the context of the South African ECD sector, meaning can be ascribed to training, mentoring, and providing support to the ECD practitioners (Berry et al., 2013, p. 35).

Although occupations bring meaning, doing and structure in life, not all occupations lead to health, well-being and justice (Townsend & Polatajko, 2013, p. 22). In occupational therapy, occupation is presented as complex and multidimensional. Therefore, although occupational therapists are mostly concerned with the positive outcome of occupation, there are also occupations that lead to negative outcomes. These negative outcomes can affect the persons participating in the occupation and/or the people in their society affected thereby. Occupational therapists should therefore also apprehend all the plausible outcomes of the occupations their clients participate in, in view of the context (Pierce, 2014, p. 17; Twinley, 2012, pp. 1–3).

Though occupations are idiosyncratic or personal, occupations are rarely executed in isolation (Townsend & Polatajko, 2013, p. 40). Co-occupation exists between the ECD practitioners and the children attending their ECD centres, which is why a brief reference is made thereto. Co-occupation, in essence, refers to the interactivity and responsivity of the occupations of more than one person continual shaping and matching the occupations of one another (Pierce, 2014, p. 4). It is important to realise that the experiences of the ECD practitioners may directly influence the occupation(s) of the children, as they co-exist, though briefly, where they shape the occupations of one another.

In the context of this study, the occupation of work is the focus in light of the experiences of the ECD practitioners using the CTP as a tool in which, I believe, they may have chosen to attain as they strive towards becoming. These practitioners may link the meaning and value of their occupation of work in personal ways and to a personal sense of competence. Describing these experiences of the ECD practitioners may bring forth new or confirmed knowledge in which a programme or syllabus may enable their occupation of work. The

occupational enablement through the CTP may be described by allowing them to voice their personal experiences regarding the programme within their occupation of work.

Enabling occupation is considered a primary competence of occupational therapists and as part of the specific skillset that sets occupational therapy apart as a valuable service (American Occupational Therapy Association, 2014, p. S4; Janse van Rensburg, 2012, p. 22). Since occupation has been classified as a core concept in occupational therapy and enablement as the primary role, the term is described as a core domain of concern and the medium (Polatajko, 2001, p. 206). Enabling occupation will therefore be further explained in the following section.

2.3.2. Enabling Occupation

Enabling occupation describes the **core competency** of occupational therapists. *Occupational therapy*^b enablement, in collaboration with clients, promotes health, well-being and justice through occupation. This enablement is described as the central role and expertise of our profession and includes the many enablement skills used by occupational therapists (CAOT, 2012, p. 2; Polatajko, 2001, p. 206; Townsend & Polatajko, 2013, pp. 85, 90, 109). Enablement is therefore concerned with occupation, which is the profession's core domain of concern and primary goal (Pierce, 2014, p. 500; Townsend & Polatajko, 2013, p. 89).

Enablement as a core competency of occupational therapists is articulated as “the processes of facilitating, guiding, coaching, educating, prompting, listening, reflecting, encouraging, or otherwise collaborating with people so that individuals, groups, agencies or organisations have the means and opportunity to participate in shaping their own lives” (Townsend, E. A., Beagan, B., Kumas-Tan, Z., Versnel, J., Iwama, M., Landry, J., Stewart, D., & Brown, 2013, p. 99). This wide range of complex skills is chosen, intertwined and constructed in relation to a diversity of clients and contexts (Townsend & Polatajko, 2013, p. 91). Occupational therapists with knowledge about enabling occupation in collaboration with the client could reduce systematic barriers and by extension promote facilitating factors in determinants of health. This collaboration aims at enabling people to participate to the best of their abilities in society (Townsend & Polatajko, 2013, p. 276).

^b *Enable*; *enabling* \i-'nā-b(ə-)liŋ\ according to the online Merriam-Webster dictionary is defined as (a) to provide with the means or opportunity, (b) to simplify, make possible or practical, and/or (c) to cause to operate (2018b, p. 1). In occupational therapy, however, enablement encompasses more than providing opportunities, simplifying, or assisting. Occupational therapy enablement goes beyond the enablement of everyday life (Townsend & Polatajko, 2013, p. 112). *For the purpose of this study, 'enabling/ enablement' will henceforth imply that of occupational therapy, which will unfold throughout this section.*

In a general sense any person, anything, and any environment has the potential to enable occupation and therefore potentially disable occupation. It is when human occupation is limited and specialised skills are required to enable occupation that occupational therapy is necessary. The scope of occupational enablement in occupational therapy, however, is not limited to individuals with impairments but include all individuals, groups, and communities. Occupational enablement further ascribes to the aim towards health, well-being, and justice for the human population (CAOT, 2012, p. 2; Pierce, 2014, p. 504; Townsend, 1999, p. 158; Townsend & Polatajko, 2013, pp. 180–181). Thus, occupational therapy enablement goes further than the daily enablement experienced through family, friends and other people (Townsend & Polatajko, 2013, p. 112).

“Enabling (verb) and enablement (noun), focussed on occupation, is the core competency of occupational therapy, drawing on an interwoven spectrum of key and related enablement skills which are value-based, collaborative, attentive to power inequities and diversity, and charged with visions of possibility for individual and/or social change” (Townsend & Polatajko, 2013, p. 112). Occupational enablement is focussed on a partnered, mutual transformation that fosters positive change and agency for all involved (Janse van Rensburg, 2014, p. 43). Six foundations are ascribed to occupational therapy enablement, which include choice, risk and responsibility; client participation; visions of possibility; change; justice; and power sharing (Townsend & Polatajko, 2013, pp. 100–109). These foundations will each briefly be referred to in this section.

Occupational therapists should collaborate with clients to allow and arrange for **choice, risk and responsibility** that are regarded as a right of clients and a prerequisite for enablement. This is an ethical commitment crucial to enabling occupation. Clients preserve the right to live with risks and make choices of their own (Janse van Rensburg, 2014, p. 44; Townsend & Polatajko, 2013, pp. 100–101). **Client participation** is an essential feature of enabling occupation that promotes the involvement of the client in the process. Clients are therefore included and entitled to participate in the decisions regarding occupational therapy, other services, and their own lives (Pierce, 2014, pp. 504–505; Townsend & Polatajko, 2013, pp. 101–102). It is further necessary to facilitate the knowledge and skills necessary to participate in decision making and problem solving (Janse van Rensburg, 2014, p. 45). **Visions of possibility** stir an energy that is derived from the realisation of improvement. It inspires people to engage and perform, beyond their previous expectations, in occupations and participation in their communities or even society. In turn, these visions of possibility prompt the client to new choices, greater risk and more responsibility that was previously unthinkable. Eventually, visions of possibility challenge reality and embrace new opportunities and

prospects. The perception that change is impossible is therefore refuted (Townsend & Polatajko, 2013, pp. 102–103). **Change**, whether superficial and undetectable or radical, is directed at enabling the occupations in various clients. It is often derived from the visions of possibility stimulated. Change brings upon new perspectives on life. Their identities as individuals, family members, and representatives of groups, communities, organisations and populations ultimately transformed (Townsend & Polatajko, 2013, pp. 103–104). Seeking **justice** by enabling occupation comes from recognising diversity and inequity. Enabling occupation from this perspective of justice includes recognising inequity, welcoming diversity, advocating a belonging to society, and questioning our own and other's opinions about diversity. Accordingly, it embraces a holistic view on people's environments and occupations. This enablement foundation of justice interrelates with the other foundations (Pierce, 2014, p. 505; Townsend & Polatajko, 2013, pp. 106–107). Emphasis on **power-sharing** is placed to commit to client-centred collaboration. Clients should know that they share power. They should be given opportunities and resources, which allow them to make choices about their occupations and occupational therapy. Power-sharing involves mutual respect which in due time encourages clients to freely develop and live out their talents and capabilities (Pierce, 2014, p. 504; Townsend & Polatajko, 2013, pp. 108–109). Though generated from an occupational therapy discipline, these enablement foundations may potentially be applied to a wider scope (Janse van Rensburg, 2014, p. 44).

Client-centred enablement is therefore generated from the enablement foundations in collaboration with the clients. Effective enablement is affirmed primarily and most visibly from the client's perspective (Pierce, 2014, pp. 505, 512; Townsend & Polatajko, 2013, pp. 109, 131). The aim should be to promote health, well-being and justice through client-centred occupational enablement (Townsend & Polatajko, 2013, pp. 92–93). Therefore, learning from the ECD practitioners' perspectives through the experiences they relay could generate a better understanding of client-centred enablement, through the enablement foundations.

2.4. Conclusion

People engage in occupations uniquely, in different complexities and to various extents. Furthermore, people accord meaning to occupations and have associated experiences with these occupations on a personal level (American Occupational Therapy Association, 2014, p. S6; Townsend & Polatajko, 2013, p. 183). Therefore, enablement of these occupations should likewise be considered individually and in collaboration with the client/individual (Townsend & Polatajko, 2013, pp. 112, 276). Additionally, enablement and the outcomes thereof are not only personal or idiosyncratic, but also cultural, economic, and social (Townsend & Polatajko, 2013, p. 152). Thus, when considering the occupational enablement of these ECD practitioners it is of utmost importance to understand their setup and their personal relation between their environment and their occupation, but also taking into consideration the personal importance and satisfaction related to their occupation (Townsend & Polatajko, 2013, p. 27).

Describing the experiences of the ECD practitioners regarding the occupational enablement through the Crosstrainer Programme may allow reflecting upon the processes and factors facilitating or hindering this enablement, which I believe may attribute to shaping their participation in their occupation. Each participant should be allowed to express their unique relation to their occupation and regarding the CTP.

This occupation of work and the enablement thereof are best investigated within occupational therapy enablement. Occupational therapy enablement motivates for critical reflection and accounting for multiple perspectives, inequities of power, and diversity (Townsend & Polatajko, 2013, p. 91). Within the South African ECD sector, enabling the occupation of the ECD practitioners through training, mentoring, and providing support will potentially transform the ECD sector and support the efforts of the South African government and other organisations towards this improvement. The Crosstrainer Programme could be a possible instrument towards providing such training and support. Allowing the ECD practitioners to reflect on their experiences of the CTP and the occupational enablement thereof could answer this question. It will further allow us to understand the idiosyncratic meaning that their occupation of work, being an ECD practitioner, generates and the enablement in light of this meaning.

Chapter Three

Research Methodology

3.1. Introduction

There are three major aspects that inform the research approach of a study, Creswell (2013b, p. 3) suggests. These include the philosophical assumptions of the researcher, the method of inquiry and the methods of data collection, analysis and interpretation. This chapter will specifically look into the (3.2) research paradigm and the (3.3) method of inquiry which will finally encompass all these aspects suggested. The data collection, analysis and interpretation will also be discussed as subsections within section 3.3.

3.2. Research paradigm

Guba (1990, p. 17) defines the term 'research paradigm' in a generic or somewhat common sense as: "a basic set of beliefs that guides action, whether of the everyday garden variety or action taken in connection with a disciplined inquiry". Creswell (2013b, p. 6), on the other hand rather refers to paradigm as a 'worldview' as this has to do about the way a researcher relates him/herself to the world and the unique angle that it brings to the research in turn. There will be numerous and even opposing views of the world or truth but all should be considered of equal importance (Gray, 2014, p. 20).

The **constructivist paradigm** was found most suitable within the nature of the research purpose and question, as well as with my personal manner of interaction with people, seeing that the researcher and the individual participant are linked and generate knowledge together (Gray, 2014, p. 20; Janse van Rensburg, 2012, p. 70). Personally, I have found that I best associate myself with the constructivist paradigm. In my opinion, it is not possible to be truly objective in qualitative research without completely removing yourself from the process of data collection, analysis and interpretation. Fortunately Guba (1990, p. 17) agrees and further states that "constructivists not only abjure objectivity but celebrate subjectivity".

Consequently, the ontology, epistemology and axiology of the constructivist paradigm will be discussed.

Ontology is derived from the Greek words ‘*on*’ which means ‘being’ and ‘*logia*’ which, again, means ‘study’ (Vocabulary.com, 2017, p. ontology). Therefore, ontology means the study of being or existence or reality. The ontological assumption involves acknowledging multiple realities, those of the researcher and of the individuals involved in the study, and portraying these realities (Creswell, 2013a, p. 20; Gray, 2014, p. 19; Guba, 1990, p. 18). These multiple realities as perceived by individuals are recognised by constructivists, considering all experiences. Individuals subjectively associated meanings to their experiences, situations or people. It is for the constructivist to derive knowledge from the multiple meanings as freely expressed by the participants (Creswell, 2013a, pp. 24–25; Guba, 1990, p. 27; Janse van Rensburg, 2012, p. 70). This study aimed to allow the participants to relay their multiple realities or experiences of the CTP and ultimately to understand from their experience the factors enabling and disabling their occupation of work.

Epistemology is from the Greek words ‘*episteme*’, meaning ‘knowledge’, and ‘*logia*’ (Farlex Inc., 2017, p. epistemology). Epistemology can therefore be described as the study of knowledge or what it means to ‘know’ (Gray, 2014, p. 19). The subjective experiences direct the researcher in understanding the knowledge. Thus, it is important for the researcher to get close to the participants to understand their subjective view (Creswell, 2013a, p. 20). The constructivist epistemological approach is that of a *subjectivist*, the researcher and the researched become intertwined which finally results into the findings of the study (Guba, 1990, p. 27). The subjectivity of the researcher should therefore be acknowledged, as stated earlier. Consequently, I recognise my own subjectivity within the process of the study. I concur that, in line with the constructivist paradigm, my subjectivity and my own experiences will mould findings ultimately. However, I have as far as possible ensured trustworthiness through the process of the research. These procedures will be discussed in detail in sub-section 3.3.8.

Axiology is formed by the two Greek words ‘*axios*’, meaning ‘worth’, and ‘*logia*’ (Collins, 2017, p. axiology) and can therefore be explained as the study of worth or value. Research is encumbered by values, including those of the researcher. It is important for the researcher to consider his/her own values, as they would naturally influence the way research is approached and how new knowledge is received. These values should be reported just as the values derived from the participants should also be evident in the research (Creswell, 2013a, pp. 20–21). One of my personal values that will drastically come into play when I do research is that I honestly believe that all people should be treated with dignity and be respected for who they are. I also believe that people are entitled to their own opinions and values. These personally resonate with the way I wish to honour the participants in portraying their values by allowing them to speak their minds and then attempt to represent them in this study truthfully.

Methodology is derived from the Greek words ‘*methodos*’ and ‘*logia*’. ‘*Methodos*’ is further broken down into ‘*meta*’, meaning ‘in pursuit or quest of’, and ‘*hodos*’ which means ‘way; manner; system’ (Harper, 2017, p. method). This I loosely translate as the study of the way or system of pursuit. In qualitative research, methodology, or methods of inquiry, is characterised as inductive and derived from the data collected and analysed (Creswell, 2013a, pp. 21–22). Guba (1990, p. 27) suggests that the methodological approach of a constructivist is *hermeneutic* (interpretation) and *dialectic* (logic) (Merriam-Webster Incorporated, 2017). The Method of Inquiry is discussed in detail in the section to follow.

3.3. Method of inquiry

The protocol was closely followed to ensure that the research process was followed as approved by the Health Sciences Research Ethics Committee (HSREC). The following table displays the timeline of the research process to simplify the timeline and serve as a reference when reading this section.

TABLE II: TIMELINE

Task or step in the research process	Date or timeframe
Planning and writing of protocol	Jan 2016 – April 2017
Ethical approval from Health Sciences Research Ethics Committee of the University of the Free State (HSREC) (HSREC 67/2017)	19 June 2017
Principal consent	24-26 July 2017
Participant consent and individual information sessions	24-26 July 2017
Translator training session	27 July 2017
Exploratory study	1 August 2017
Execution (interviews and questionnaires)	2-4 August 2017
Member checking	11-13 September 2017
Feedback to participants and Crossroads (compact reports handed over to the community representative of Mahikeng for the Crosstrainer Programme to hand out to the participants)	25 June 2018

3.3.1. Study design

Four dimensions, according to Durrheim (2010, p. 37), are important when determining the study design of a research study. These dimensions are the research purpose, the paradigm informing the research, the context of the research and the research techniques. All four dimensions were carefully considered to determine the study design of this research study. These dimensions will only be discussed briefly, minimising reiteration as far as possible, to align them with the study design.

As previously discussed, the **purpose of this research** is to describe the experiences of the ECD practitioners regarding the occupational enablement through the CTP. In other words, to describe how the programme has enabled or empowered their occupation and their passion in ECD. The objectives of the study include describing the specific factors facilitating and hindering their occupational enablement through the CTP within their communities.

The **paradigm informing the research** is that of a constructivist's worldview. Truth is therefore constructed by the personal experiences of the participants and does not exist external to the researcher. All truths and realities are considered and then translated. A certain sense of subjectivity and the personal voice of the researcher is evident in this paradigm and should not be ignored or denied (Gray, 2014, p. 20; Guba, 1990, pp. 25–27; Janse van Rensburg, 2012, p. 70). The researcher's background naturally influences and forms the interpretation of another person's truth (Creswell, 2013b, p. 8). Within the constructivist paradigm, I wanted to understand better what the CTP means to the ECD practitioners concerning their occupation of work by allowing them to share their personal experiences.

The **context of the research** has already been described in both the introduction and problem statement regarding the importance of quality ECD and the current lack thereof.

What motivates this study is the commitment of the ECD practitioners to invest in the education and development of the children within their communities despite limited opportunities to improve the quality of ECD and only receiving a low income. Furthermore, investigating the CTP presents an opportunity to address the aforementioned problems in the rural ECD sector as the personal experiences of the ECD practitioners may bring forth better understanding of both the facilitating factors and the barriers in the CTP.

A semi-structured interview was used as the **research technique** that allowed the ECD practitioners to convey their own experiences to each question. This technique further allowed me to follow up on their responses and generate the knowledge together as appropriate within the constructivist paradigm (Gray, 2014, p. 20). The experiences of the ECD practitioners are imperative to answering the research question and this technique enabled me to encourage them to elaborate on their answers and to understand their answers better. A questionnaire was added to include demographic information that will be used to paint a picture of the context to the reader and retrieve information that may be relevant to the information received in the semi-structured interviews.

To generate rich data in this study, a **Descriptive Qualitative** research design is utilised. Relatively little research has been done on the CTP, none of which has been published thus far and no research has been done on the perceptions of the ECD practitioners. Therefore, I would like to gain rich, descriptive data by collaborating and generating knowledge with each ECD practitioner.

3.3.2. Research context

This study was conducted in the ECD centres in the Mahikeng Rural areas that are situated in villages within an estimate of 5-20km radius from the NWU (North-West University) of Mahikeng. The implication of this is that the resources available for the ECD centres may vary as drastically as having basic plumbing to having no running water on the premises. Most ECD centres in the rural areas are unsponsored and take responsibility for the resources at their centres. These ECD centres welcome any assistance in improving their ECD centres, regarding basic infrastructure as well as teaching and learning resources. More information on the participants was generated from the questionnaires, which are presented and discussed in the following chapter: 4.2. Description of the participants, especially in Table VI: General description of participants and Table VII: Qualification(s) and experience of the participants.

The NWU Department of Education of Mahikeng projected to invest in supporting and assisting the ECD centres that they have located thus far and equip them with the CTP as a tool. They approached Crossroads Educational Foundation in 2014 to start the project, after which the first group trained in the CTP in the Mahikeng area was in February 2014. Thereafter, more groups were trained, of which the unit of analysis was from the group trained on 24-26 November 2015. The population will be discussed in more detail in the following section.

3.3.3. Unit of analysis

3.3.3.1. Population

The study population includes ECD practitioners situated in the Mahikeng Rural areas whom have received training in the CTP. The total population of ECD practitioners trained in the CTP in the Rural Mahikeng Area is 37. To eliminate possible variations in the training^c of the CTP, I decided only to interview the ECD practitioners who received training during the same course. The biggest group of ECD practitioners simultaneously trained in this area totalled 21 and occurred 24-26 November 2015. Of this group of trained ECD practitioners, only 16 were still working directly in ECD centres with the CTP at the time of grouping the unit of analysis.

Non-probability, purposive (judgmental) sampling (Onwuegbuzie & Collins, 2007, p. 287) was used to approach all the ECD practitioners who met the inclusion criteria as stated below.

3.3.3.2. Eligibility criteria

- The ECD practitioner has to have been trained in the CTP.
- ECD practitioners from the same training dates, therefore excluding any variations in the CTP training.
- The ECD practitioner must have had at least six months experience in practice with the CTP to promote integrated perceptions within the discussion. This is to ensure that the practitioner has had ample time to engage with the CTP and would therefore be able to have reached opinions and experiences to bring across in the interviews.
- ECD practitioners of all cultural groups within the specific population were included in the study.
- ECD practitioners who comfortably speak and understand English and/or Setswana were included. The service of a translator was offered to any participant who may have preferred to conduct the session in Setswana.

ECD practitioners were excluded from this study if any of the above criteria was not met. However, no additional criteria excluded an ECD practitioner who met the inclusion criteria.

^c Prior to using the CTP, ECD practitioners are trained for three days on the basic principles of the CTP. The training includes guidance on how to follow the programme and how to implement and adapt the lessons practically. There are no costs involved for the ECD practitioner nor the ECD centre as the books and training are sponsored (see 2.2.3. The Crosstrainer Programme (CTP)).

Therefore, it was planned that all 16 ECD practitioners would be approached to participate in the study until all the participants were interviewed or when data saturation was reached. Data saturation is when the researcher stops collecting data seeing that no new knowledge can be derived or generated from the new data (Creswell, 2013b, p. 189). Additionally, this provided for the possibility of any participants who may have needed to terminate participation due to any given reason. These reasons included but were not limited to voluntary termination, illness, personal reasons, other employment, studies or maternity leave.

In the end, **nine** ECD practitioners were available to be interviewed, complete the questionnaire and reached for the member checking process. No data saturation point was reached beforehand; consequently, all nine participants were included in the study.

The following table is inserted to aid in summarising the numbers mentioned throughout this section in the unit of analysis.

TABLE III: SUMMARY OF THE MAHIKENG POPULATION AND UNIT OF ANALYSIS

Summary of the Mahikeng population and unit of analysis	
Total ECD centres utilising the CTP in the Mahikeng rural area	31
Number of ECD practitioners trained in the CTP in the Mahikeng rural area	37
Number of ECD practitioners trained in the November 2015 training	21
Number of ECD practitioners approached for the study Of the practitioners who were trained in November 2015, 16 were still practicing in ECD centres. These 16 were originally approached to participate in the study.	16
Final number of ECD practitioners whom participated in the study In the end, seven ECD practitioners were unable to participate in or complete the study due to various reasons including, other employment, maternity leave, change of role in the ECD centre, studies and/or personal matters. Therefore, of these 16 ECD practitioners, only nine completed the participation.	9
Number of ECD centres included These nine participants were distributed over several ECD centres in the rural Mahikeng area. Only two ECD practitioners were from the same centre.	8

3.3.4. Exploratory study

Before a study commences, the data collection methods have to be tried and tested. Subsequently, the time needed to complete the interview, the comprehensibility and the reliability was determined. Hereafter, all the necessary alterations were made. The results were included firstly, if no mistake was found during the execution of the interview and secondly providing that no alterations occurred regarding the interview or study design (Joubert, G., Bam, R. & Cronje, H. 1999, p. 54).

Two participants were interviewed on 1 August 2017. Both the **questionnaire** and the **interview** were tested during the exploratory study and were done at two different centres also to consider travelling time in the piloting process. This allowed me to plan efficiently for the data collection schedule.

After conducting the exploratory study, it was found that no alterations or corrections were necessary to be made to the interview, the questionnaire or the milieu. Seeing that the number of available and eligible participants were limited to nine in total (which includes the exploratory study participants), both participants of the exploratory study were included in the study. The information and data gathered from the two participants in the exploratory study was therefore included in the results.

3.3.5. Data collection

Data collection in qualitative research has to do with more than just the focussing on the types of data and the ways of generating it. It involves obtaining permission from the relevant parties, constructing a good unit of analysis, strategic and thorough data management procedures and anticipating possible ethical considerations (Creswell, 2013a, p. 145). These aspects have been carefully considered and are discussed throughout chapter 3.

3.3.5.1. The researcher as a research instrument

Because of the interpretive nature of qualitative research, the researcher is involved through continuous, concentrated experiences with the participants. Consequently, researchers should acknowledge and state their personal views and subjectivity, values, personal background and socio-economic status as these factors influence the way their interpretations are formed (Creswell, 2013b, p. 187). The researcher brings forth her own subjectivity, values and background to the picture, whether intentional or not. These may or may not align with those of the study participants (Peredaryenko & Krauss, 2013, p. 1).

I have stated my own subjectivity, values and background. As I have relayed earlier in this chapter, within the discussion of the research paradigm of this study, my own subjectivity is not only acknowledged, but also celebrated. This is aligned with the constructivist paradigm (Guba, 1990, p. 17). I have also declared my involvement with Crossroads Educational Foundation and the participants in the Preface.

3.3.5.2. The interview process

Semi-structured interviews (Appendix D: Interview Protocol) were held with each participant. During these interviews, I intended to elicit the experiences from the participants by having face-to-face discussions with them regarding the topic.

Location: After consent was obtained as outlined, a time and place was established in consultation with the participant, to ensure that she may feel comfortable. The interview was held at the ECD centre where the ECD practitioner is practicing. Collecting data in the most natural environment for the participants is ideal. This is where the participant may experience the research problem and question (Creswell, 2013b, p. 185).

Where possible, the ECD practitioner was interviewed in a secluded room or hall where external noise and distraction could be limited. It deemed as important to ensure that the participant was comfortable and private. In some cases, an ECD centre is situated on the premises of a church and therefore it was arranged that the church hall or office could be used.

In the case where the ECD centre was not situated at a church, I arranged to make use of one of the classrooms at the centre. In the extreme case where there was no alternative option, the interview was held in my car, as an attempt to find the most secluded, comfortable and private setup.

At the ECD centres where only one area was available and the participant was the only person available at the centre, arrangements were to be made to ensure that there was someone for the duration of the interview to oversee the children and the ECD centre. However, this measure was not necessary, as there were no such scenarios.

Duration: Due to the semi-structured nature of the interview, the duration of the interviews varied and averaged 36 minutes. Completing the questionnaire added an additional five to ten minutes.

Recording: During the interview, the discussion was recorded with the help of voice recordings. On each recording, the participant was introduced with a pseudonym to ensure confidentiality. These recordings were copied to an external hard drive after each day of interviews to ensure safe storing thereof. The transcriptions of the interview voice recordings were used to code and analyse the data generated with the help of one co-coder. As an added precaution, I made use of a second voice recorder during each interview to prevent loss of data in the event where the primary equipment may fail. Both voice recorders were used to capture the English and translated questions and answers. I also made side notes during the interviews for personal use, to assist me later in referring to specific moments in the interview (Creswell, 2013b, p. 194).

Interviewer: A balance needs to be achieved between flexibility and consistency (Botma, Greeff, Mulaudzi, & Wright, 2010, p. 207). Botma et al. (2010) explains that consistency is accomplished by the type of questions, as well as depth, detail and amount of exploration. These are considered interviewer-specific aspects. In this way, one interviewer was used throughout the official execution, thus avoiding inter-interviewer variation by maintaining the style of questioning, collecting data that is comparable and promoting trustworthiness of the research. Therefore, in conducting the interview, I was the only interviewer in order to limit variation and only one translator was consistently present during all the interviews.

Translation during the interviews: At the time of the execution of the study, the translator was employed at the Department of Education of NWU Mahikeng Campus specifically to run and maintain the ECD programme in the surrounding communities. Her involvement in the community greatly included but was not limited to contracting with the ECD practitioners, among whom were included in this study. Her experience in education and the community was of great value during the study execution. She has now retired from her post, but is still involved in the communities.

As explained in the Research Process, a training session (Appendix G: Translator Training) was held with the translator to ensure that the questions and answers are true to the original wording on both sides. The translation process included the following steps:

1. The question is asked in English
2. The question is directly translated to Setswana by the translator
3. The participant answers in either English/Setswana
4. The translator directly translates the Setswana answer to English

A variety of interview questions, in both English and Setswana translation, was presented in a hard copy format to both the translator and me. Due to the nature of the interview being semi-structured, it was not possible to translate all the questions beforehand. However, all possible prompts were translated beforehand. The translated interview protocol as designed for the translator can be found at Appendix D: Interview Protocol.

3.3.5.3. The interview

Prior to the interview an 'interview protocol' (Creswell, 2013b, p. 194) was formulated guiding the structure of the interview, whilst allowing for a semi-structured interview process.

The interview protocol:

Creswell (2013b, p. 194) suggests the interview protocol (Appendix D: Interview Protocol) to include the following components:

- *A heading*, which includes the date, place, interviewer, interviewee. In this case, I added the translator to the heading. For confidentiality purposes, the place was not added and the interviewee was given a number. Each number was replaced with a pseudonym for the purpose of presenting and discussing the findings. A separate list was kept with the corresponding names and ECD centres.
- *Instructions for the interviewer to follow*. This is to ensure consistent procedures throughout the process. Before the interview commences, the participant was reminded of the aim of the research as well as the importance of her honesty that will be handled with strict confidentiality. It was further explained that the interview information obtained would not be exposed unless specifically requested to do so by the participant.
- *The questions*. It is recommended that an interview should typically involve an icebreaker question to initiate the process and then followed by four to five questions. These questions may often be the sub questions in the research plan.
- *Probes for each question*. This may be to follow up or for the participant to explain their thoughts or answers in more detail. I furthermore ensured to add possible prompts and response questions to ensure a better flow of discussion. After the participant answered specific questions during the interview, paraphrasing her answer helped to ensure that the participant was understood correctly.
- *Spaces between the questions to record responses*. Sufficient opportunity should be provided for the interviewer to write down any responses or make side notes.
- *A final thank you statement*. Here I acknowledged the time the interviewee spent during the interview.
- *Develop a log to keep record*. Creswell suggests each researcher develop a log to keep record of the information collected for analysis. This includes noting whether the information is of primary or secondary material. Primary material would typically refer to information received directly from the person or situation whereas secondary material would be information received via a different person.

Upon conclusion of the interview, a summary was provided to each participant and an opportunity was given allowing her to add any last commentary.

The process of **member checking** (participant review or validation) occurred once all the statements were summarised and presented during a brief follow-up interview with each of the nine remaining participants where they could concur, disagree and/or add to the findings. This was done by compiling a document of their statements derived from each of the interviews, which was bulleted and efforts were made to formulate each statement clearly as understood during the interviews. This process contributes towards the trustworthiness of the research (Creswell, 2013b, p. 201). The member checking discussions held with the participants were recorded and transcribed. Consensus was reached with each participant during this process.

Interview questions:

Creswell (2013b, p. 194) suggests that an interview should typically include an ice-breaker question, followed by four to five questions. In this interview I created two icebreaker questions (Question 1 and 2), one probing a positive answer and the other a negative. This, I reasoned, would allow the interviewee to become comfortable with answering both positively and negatively. Four main questions (Questions 3 through 6) followed the two icebreakers, each consisting of sub-questions and some prompting questions. The last question (Question 7) allowed the interviewee a final opportunity to comment or express on the CTP. Lastly, a thank you statement followed the interview (Creswell, 2013b, p. 194).

All seven interview questions, sub-questions and prompting are tabulated in Table IV alongside the substantiating research objectives and, where applicable, the literature underlying the question and specifically related to enablement foundations (Townsend & Polatajko, 2013, pp. 100–109).

TABLE IV: ALIGNMENT OF INTERVIEW QUESTIONS TO RESEARCH OBJECTIVES

Research objective	Interview questions
A. To describe the experiences of the ECD practitioners of the ECD practitioners regarding the occupational enablement through the CTP	<p>All the questions are used to answer this objective holistically.</p> <p>Question 5: ‘If you can think back before you started the CTP. In which way(s) is your job different now?’</p> <p>Prompting: ‘Is it a good or a bad thing?’</p>

	<p>5.1. ‘Since you have had the CTP, how has it influenced your thought on the equipment that you need for the activities?’</p> <p>5.2. ‘Since you have had the CTP, how has it influenced your time management?’</p> <p>5.3. ‘Since you have had the CTP, how has it influenced your own creativity or ideas?’</p> <p>Question 5 is also aligned with the enablement foundation of <i>change</i> (Townsend & Polatajko, 2013, pp. 103–105).</p> <p>Question 7: ‘Is there anything else you would like to comment or express about the CTP’ will allow a final opportunity to describe their experiences.</p> <p>Prompting and follow-up questions were included spontaneously as a response to the final statements made by the interviewee.</p>
<p>B. To describe the barriers of the CTP in enabling occupation as experienced by the ECD practitioners</p>	<p>Question 4: ‘How does the CTP make your job more difficult?’</p> <p>Prompting: ‘Did you choose to leave that part out of the programme?’; ‘What have you done differently in that situation?’</p> <p>4.1. ‘What do you think should change in the programme?’</p> <p>4.2. ‘How can the programme change to help you more or make it better?’</p>
<p>C. To describe the facilitating factors of the CTP in enabling occupation as experienced by the ECD practitioners</p>	<p>Question 3: ‘How does the CTP help you to do your job?’</p>

	<p>Prompting: ‘Can you help me understand that statement?’</p> <p>3.1. ‘What would be your favourite things about the CTP?’</p> <p>3.2. ‘Do you find that it helps you to know what to do with the children every day? How so?’</p> <p>3.3. ‘How do you incorporate your own choice within the CTP?’</p> <p>3.4. ‘How do you experience your own responsibility with the CTP?’</p> <p>Question 3 also provides an opportunity to understand the enablement foundation of <i>choice, risk and responsibility</i> within the CTP (Townsend & Polatajko, 2013, pp. 100–101).</p>
<p>D. To describe how the participants experienced their personal growth as ECD practitioners</p>	<p>Question 6: ‘If you think about who you are as a practitioner. Can you tell me more about how you think you have grown?’</p> <p>6.1. ‘Do you feel the CTP has helped you grow as a practitioner?’</p> <p>6.2. ‘In which ways do you think so?’</p> <p>Question 6 may help relay whether the CTP provides a <i>vision of possibility</i> as an enablement foundation (Townsend & Polatajko, 2013, pp. 102–103).</p>
<p>Other interview objectives</p>	<p>Interview questions</p>

<p>Ice-breaking questions: to set the participant at ease (Creswell, 2013b, p. 194).</p>	<p>Question 1: ‘What is your favourite part of being a practitioner?’</p> <p>1.1. ‘What do you love most about your job?’</p> <p>1.2. ‘What caused you to become a practitioner?’</p> <p>Question 2: ‘What is difficult about your job?’</p> <p>Spontaneous prompting: Both icebreakers longed for spontaneous, responsive prompting. This helped to set a flow of conversation to the rest of the interview (Creswell, 2013b, p. 194).</p>
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3.3.5.4. The questionnaire

Detailed demographic information was collected in order to describe the population and their context in detail. The questionnaire (Appendix E: Questionnaire) was used to collect the demographic information of each participant and the ECD centre they work at. Each questionnaire was completed by the participant right before the interview commenced. All the information was received and dealt with confidentially.

The questionnaire was presented in both English and Setswana. We (the translator and I) endeavoured to ensure that the participants understood the questions by reading and interpreting each question for them when necessary. I further assisted each participant to complete the form. This depended on her level of schooling and on whether or not she was comfortable completing the questionnaire herself^d.

The questionnaire often helped to set the participant at ease and let her feel more comfortable before the interview commenced.

Questionnaire questions:

In order to describe the population and the context in detail to the reader, the questionnaire consisted of demographic information about the ECD practitioner and the ECD centre. This

^d As all the participating ECD practitioners in this unit of analysis were women, the singular participant may be referred to as her/she.

information will not only be used to paint a picture to the reader later on, but will be used to substantiate some information obtained from the qualitative findings derived from the interview, as with a mixed methods research approach (Creswell, 2013b, p. 224). It will also be used to draw the demographics about the ECD practitioners and the ECD centres in this study population to the ECD practitioners and ECD centres described in literature.

In Table V the questions asked in the questionnaire to describe the demographic information are linked to the description in literature.

TABLE V: ALIGNMENT OF THE QUESTIONNAIRE QUESTIONS TO LITERATURE OR REASONING

Questions in questionnaire	Literature description/reasoning
Age Main home language	To describe the general demographic information
Highest grade/standard passed in school Completed tertiary schooling Completed ECD level training	These questions are to describe the level of education of these ECD practitioners. An ECD practitioner, according to the Education White Paper 5, encompasses various levels of qualification. (Department of Education, 2001, p. 23).
How long have you worked as an ECD practitioner?	This is to describe the level of experience of the overall study population. In some of cases, the participant may have no experience prior to the training in the CTP, where others may have had years of experience before being introduced to the CTP. This may bring a variable in the experience of these participants regarding to the enablement foundation of <i>change</i> (Townsend & Polatajko, 2013, pp. 103–105).
How often do you use the CTP?	This question may give credibility to the information received from the participant regarding the occupational enablement of the CTP. However, the

	ECD practitioner has the choice and the responsibility towards the children at the ECD centre and may not experience the need to add the CTP to their daily programme. This correlates with the <i>choice, risk and responsibility</i> as an enablement foundation (Townsend & Polatajko, 2013, pp. 100–101).
Name of the ECD centre	This question is for administrative purposes, as some ECD centres may have two participants in the study.
Main teaching language at the ECD centre Secondary teaching language at the centre	For demographic purposes.
Is there running water at the ECD centre? What type of building would you classify the ECD centre as?	South African ECD centres vary from sites in informal settlements or known as “shacks”, where women who may have no formal qualification look after the children within her close community, to suburban day care centres or even pre-primary school classes equipped for education. Alongside the variation in centres, levels of quality education and resources vary (Department of Education, 2001, p. 12; Gardiner, 2008, pp. 23–24).
Would you say that the ECD centre has the basic equipment that is necessary for early childhood development?	
How many people work at the ECD centre? How many ECD practitioners work at the ECD centre? How many classes do you have at the ECD centre?	To describe the human resources available at the ECD centres as this varies in South Africa (Department of Education, 2001, p. 12).
Age groups at the ECD centre	To describe the age groups the participants work with. Early childhood development refers to children from birth to nine years old (Department of Education, 2001, p. 9).

3.3.6. Data management

- After the interviews were completed for the day, the voice recordings were downloaded onto an external hard drive. The recordings of the second voice recorder were downloaded into a separate file as back up for the first.
- At the end of all the interviews, the recordings were all uploaded onto an external back-up system for safekeeping until the end of the project entirely. This back-up system uploads the files to a cloud that can then no longer be affected by mechanical, technical nor viral problems.
- All the notes (referring to the notes taken during the interviews for personal reference during the research process) taken during each interview were filed for safekeeping.
- All the voice recordings were transcribed i.e. typed onto a computer. Each interview was typed on its own Word document that was then, upon revision, converted to a PDF file.
- All the Word document files and the PDF files were all uploaded onto the external back-up system for safekeeping.
- The coding process proceeded from the PDF files and the coding notes from each interview.

3.3.7. Data analysis

3.3.7.1. Interviews

The data received from the interviews (Appendix D: Interview Protocol) was analysed using a flexible, yet widely used process namely, thematic analysis (Braun & Clarke, 2006, p. 77; Saldaña, 2016, p. 69). The process of coding was done manually by one co-coder and me.

The following figure displays the process of data analysis followed from the raw data to the interpretation of the data. Thereafter, I shall elaborate on each part of the process.



FIGURE 3: PROCESS OF THEMATIC ANALYSIS

Raw data: Initially it was planned that the voice recordings of the interviews would be transcribed by a person external to the research process. However, upon further reflection, I

realised that I would be missing out on learning through the process, as I am a young researcher and would benefit from the experience. Therefore, the transcription process was done by me. The answers from the interview included some in Setswana. It was therefore necessary for the answers to be translated directly to English. The English data was transcribed. After reading through the data, an overall concept of the information and the general idea of what the participants are saying was established (Creswell, 2013b, p. 197). I also felt more directly involved in the process by doing the transcribing myself.

Codes: Each datum retrieved from the interview received a code (Saldaña, 2016, pp. 16–17). Therefore, every answer, comment or phrase was regarded as data and each received the code. An electronic code book was kept during this process to keep track of the accumulation (Saldaña, 2016, p. 27).

Categories: All the codes were categorised. Codes with the same characteristics or general ideas are grouped and are determined by classification reasoning. These grouped codes then received a word or phrase to label the category which may often be a term within the language of the participant, called an *in vivo* term (Creswell, 2013b, p. 197; Saldaña, 2009, pp. 8–9).

Themes: This is an outcome of coding, categorising and analytic reflection. The themes were not coded, but derived from the codes retrieved earlier in the process (Saldaña, 2009, p. 13). Creswell (2013b, p. 199) suggests five to seven themes for a research study which will then be presented as the major findings of the study and used as the headings in the findings section.

Interpret: The final step in qualitative data analysis involves the interpretation of the findings (themes). This interpretation may be derived in two ways. Firstly, by asking what has been learned from the findings, the researcher may come to a personal interpretation deriving from personal understanding that the researcher brings to the study. I will therefore interpret the findings from my own experience from the interviews in connection with my own context and history. Secondly, the themes will be interpreted in regard to the literature within occupational therapy, occupational enablement and ECD practitioners (Creswell, 2013b, p. 199).

Coding cycles

Saldaña (2016, p. 68) confidently advocates that coding, as a qualitative data analysis process, is a cyclical process, rather than linear. It is about coding, recoding, and comparing each part of the process with the prior, latter and future parts. I found that the process could

be never-ending and ever learning. I became very well acquainted with the data; not only what was said, but what was meant.

The coding method(s) that should or could be used during this cyclical process depends on the researcher and the nature of the study. A substantial variety in coding methods is available to use and even adapt or combine. In the end it is up to the researcher to decide upon the perfect coding method(s) to suit the research goals and setting whilst taking caution not to create distortion of the information and essence of the data analysed (Braun & Clarke, 2006, p. 77; Saldaña, 2016, p. 69).

The first coding cycle

As I am a young researcher, I felt that I needed only to become familiar with the data and the process of coding at first. **Descriptive Coding** was used to create a basis or an inventory, if you will, of the data. Descriptive coding is an Elemental coding method which allows for a basic process of reviewing the data and form a foundation for the second cycle of coding (Saldaña, 2016, p. 97). This method is also known as ‘topic coding’ and relates to the current and widely spread phenomenon of hashtags on most social media platforms which is why it can also be called ‘hashtag coding’. This method allows the researcher to summarise in a word or short phrase (Saldaña, 2016, p. 102). Although this method allowed me to quickly notice patterns and reoccurring topics, I must agree with Saldaña that it does not attribute much meaning or allow for much insight into the participants’ minds (2016, p. 102). Therefore, the second coding cycle method was specifically chosen to generate more value-driven codes.

Before the second coding cycle was conducted, I first consulted the co-coder to ensure that consensus may be reached regarding the codes derived from the data, before I continued with the process. It was found that similar codes arose from our independent coding sessions and was therefore conjoined and agreed upon. I could continue with ease to the next phase of the coding.

The second coding cycle

Before I conducted the second cycle of coding, I needed to let the information mature in my thoughts. I allowed a time of hands-off reflection by creating space just to be present in thought. I noticed that this helped me greatly to firstly make sense of the initial information gathered, but also to become comfortable with data corpus. It was in these moments of being intentionally in-thought and reflecting that stirred some very necessary revelations. It was upon the umpteenth time of reading through the first cycle coding and the interview transcriptions that I noticed definite patterns forming from the first cycle coding. This led me

to the value-driven coding necessary to bring the data all together into more meaningful and tightened units of analysis. Therefore, the second cycle coding method that I applied is **Pattern Coding**.

Pattern Coding or “meta coding” produces explanatory coding as derived from sets of codes that are similar or parallel to one another. This method is generally appropriate for second cycle coding as it organises the data corpus into emergent themes, patterns and similarities which attributes meaning to the organisation (Saldaña, 2016, pp. 236, 296). This method was used to cluster similar codes into one pattern code, which tightened the codes from the first coding cycle into valuable codes furthering recognising emergent categories and themes. In the end, three major themes and 17 categories were identified as derived from 39 pattern codes. This will be visually portrayed and discussed in the following chapter.

Analytic memos

Analytic memos are informal written pieces similar to blogs or journal entries where the researcher is encouraged to relay his or her thoughts. This is generally an open-ended reflection to assist in the process of making sense of the data corpus (Saldaña, 2016, pp. 44–45). Although analytic memos can be coded if it contains rich data, I decided not to code my own memos as this was written purely to help me make better sense of the data corpus, the process of coding and my own thoughts. In Appendix H: Analytic Memos, both analytic memos can be found, aimed at constructing my own thoughts.

3.3.7.2. Questionnaires

The demographic information obtained by the questionnaire (Appendix E: Questionnaire) was analysed by the UFS Department of Biostatistics. Descriptive statistics namely the means, standard deviations, medians, and percentiles were calculated for continuous data. Frequencies and percentages were calculated for categorical data.

3.3.7.3. Co-coder

The role of the co-coder is mainly to neutralise any subjectivity. The co-coder of this research is a senior occupational therapy lecturer with knowledge on occupational enablement, and experience in working with the Crosstrainer Programme and the population group. Both the co-coder and I followed the same process in taking the raw data to derive codes, categories and themes. Both coders received all nine interviews to code. A discussion took place to ensure that consensus is reached regarding all the codes derived from the interviews. Possible themes were discussed and consensus was reached. After the codes, categories

and themes were derived from the raw data, it was my responsibility to then summarise and interpret the coding.

3.3.8. Trustworthiness

3.3.8.1. Credibility

Member checking: This process is also known as participant review or validation. A report was compiled describing the themes identified and the major findings derived from the interviews. Thereafter, a brief follow-up interview was held with the participants to find out whether they agree with the findings or not. This also provided opportunities for the participants to comment on the findings (Creswell, 2013b, p. 201).

Prolonged engagement: This allowed me to have an in-depth understanding of the participants by spending sufficient time with the research participants. Prolonged engagement was attempted by engaging with the participants at their individual ECD centres during the process of explaining the research and obtaining consent from the participants. Preceding the data collection, an exploratory study was conducted. Thereafter the data were collected, followed by a visit to proceed with the member checking. These three visits also allowed for more time with the participants. Therefore, the more experience with the participants in their environments I gained, the more accurate the findings could be (Creswell, 2013b, p. 202; Janse van Rensburg, 2012, p. 89).

Researcher credibility: To ensure that my credibility as the researcher may contribute to the overall credibility of the research, I have declared my role and position in the Crossroads Educational Foundation. I also attempted to describe my own context in regard to my history in rural areas in South Africa as well as personal views throughout the protocol and dissertation (Janse van Rensburg, 2012, p. 90).

Further measures were in place to promote credibility of young researchers such as myself:

- Subjecting this study to the involvement and leadership of a study leader and co-study leader who are experts in the fields concerning this study (occupational therapy and the Crosstrainer Programme).
- The protocol of this study was submitted for evaluation, editing and approval to the Evaluation Committee as approved by the Education and Research Committee of the School of Allied Health Professions, UFS.

- Finally, the execution of this study has been preceded by the approval from the Health Sciences Research Ethics Committee of the University of the Free State (HSREC 67/2017).

Translator: As explained earlier in this chapter, the translator was employed at the Department of Education of NWU Mahikeng Campus specifically to run and maintain the ECD programme in the surrounding communities. Her job description included contracting with the ECD practitioners, among whom were included in this study. The value of her experience in education and the community ascribed further credibility to this study. Additionally, her qualifications include over 15 years of experience in ECD, a degree in BA Education and Setswana, and being qualified as a registered nurse.

Environment: In the case where the ECD centre was not situated at a church, I arranged to make use of one of the classrooms at the centre. In the extreme case where there was no alternative option, the interview was held in my car, as an attempt to find the most secluded, comfortable and private setup.

3.3.8.2. Transferability

Thick description has been used to convey the findings. This brought forth richer results that could be more realistic to the reader. The detailed description could allow the reader to evaluate the extent to which the findings are transferable to other contexts (Creswell, 2013b, p. 201; Janse van Rensburg, 2012, p. 91).

3.3.8.3. Dependability

External auditing: To improve the overall validity of the research and specifically in light of dependability, the study was investigated throughout the research process by the following:

- A critical reader who was not familiar with the research project was approached to investigate the project in the stage of writing the protocol and during the process of writing of this dissertation. The critical reader could then investigate many aspects of the research and subsequently point out inconsistencies, suggest alterations and help improve the link between the research question and the data (Creswell, 2013b, p. 202).
- As mentioned earlier, the protocol had to be submitted to the Evaluation Committee as approved by the Education and Research Committee of the School of Allied Health Professions, UFS, for editing and approval of the study. In this process, the Evaluation Committee members gave valuable feedback to improve the overall validity of the research. A meeting was arranged to discuss the feedback from all the members

which then allowed the study leaders and I to decide upon the best way to approach the individual and combined comments (Creswell, 2013b, p. 202).

Keeping an audit trail of evidence also helped to improve the trustworthiness of the study. All the voice recordings, interview transcripts, data analysis documents (coding of both the coders), demographic questionnaires, data analysis of the demographic information from the Department of Biostatistics and correspondence between the study leader and I has been kept as evidence.

3.3.8.4. Confirmability

Confirmability as a criteria to establishing trustworthiness in qualitative research in essence contradicts the epistemological stance of constructivism (Janse van Rensburg, 2012, p. 92). Rather, the researcher contributes to the findings as the reality should not exist external to the researcher (Gray, 2014, p. 20). However, previously mentioned strategies may also contribute to the confirmability of this study. These include using a thick description to convey the findings, external auditing and keeping an audit trail of evidence.

Co-coder: The possibility of my own subjectivity during my involvement in the study was neutralised by ensuring that more than one coder participated in the data analysis as obtained by the voice-recorded interviews. However, my subjectivity should be acknowledged and even understood within my own context as explained earlier in the Methodology section.

3.4. Ethical considerations

The following steps were taken to ensure ethical conduct is upheld during the entire research process and execution.

Health Sciences Research Ethics Committee of the University of the Free State: Ethical approval for this study was sought and received from the Health Sciences Research Ethics Committee of the University of the Free State to ensure ethical conduct throughout the execution of the study. The approval letter for this study (HSREC 67/2017) is dated 19 June 2017.

Principals of the ECD centres: Permission was obtained from every principal of the ECD centres at which the participating ECD practitioners were employed. Therefore, a meeting was held personally with each principal prior to submission of the protocol to the Health Sciences Research Ethics Committee of the University of the Free State. During this meeting,

all the necessary information about the study and the expectations of both the principal and the ECD practitioner were articulated.

The principal, upon receiving all the necessary information, was free to decide to permit the ECD practitioner(s) to participate in the study or not. However, the principal may not have forced or bribed the ECD practitioner to participate in any way.

Any principal declined the ECD centre and practitioner to participate in the study was not negatively impacted in any way. No services from the NWU or Crossroads Educational Foundation will be withheld from such ECD centres. Moreover, I made certain not to manipulate or bribe the principal to participate in the study in any way.

ECD practitioners: Informed consent had to be obtained from every ECD practitioner. Therefore, an individual meeting to communicate the relevant information and expectations of the interview and process was held with each ECD practitioner whom had been selected to participate in this study. A detailed information document was handed to the ECD practitioner confirming all the information discussed during the meeting. These meetings occurred in the last week of July 2017, only after Ethical approval had been obtained by the Health Sciences Research Ethics Committee of the University of the Free State.

The ECD practitioner may then, upon receiving all the necessary information, have decided freely to participate in the study or not (Creswell, 2013b, p. 97).

The ECD practitioner who did not wish to participate in the study was and would not be negatively impacted in any way and would not be withheld from any service the NWU or Crossroads wished to provide. I, the researcher, moreover made certain not to manipulate or bribe the ECD practitioner to participate in the study in any way.

Participating ECD practitioners: The ECD practitioners were notified that there would be no remuneration for participation in the study, therefore encouraging them not to feel obligated to answer in favour of the reward, the researcher or the NPO, but rather truthfully.

All information obtained from the participants has been kept confidential by ensuring that the participants are referred to by number. These numbers were thereafter replaced by pseudonyms for the purpose of presenting and discussing the findings. In my opinion, the use of pseudonyms conserves the truth that persons participated in the study, rather than numbers.

ECD centres: It is important to maintain confidentiality when referring to specific incidences at specific ECD centres. This is done by ensuring that the centres are referred to by number in the research.

Language: Though the ECD practitioners' first language is not English, but Setswana, they are all able to understand and comfortably speak English [see demographic statistics of population group]. However, for the sake of generating rich data, language ought not to have caused any barriers in voicing their perceptions. Therefore, a translator was present during the interviews to allow participants to fully understand the questions as well as articulate their thoughts to the fullness of their intention.

Confidentiality: All information obtained from the study is kept confidential. All personal information of the participants and ECD centres will be excluded from results of the study. Participants have each received a pseudonym and the ECD centres have been numbered.

Safety: The safety of the participants was ensured by seeing the ECD practitioners at their specific ECD centres during the initial contact sessions and the interviews.

Integrity: I, the researcher, have and will continue to follow the code of conduct of the Department of Occupational Therapy at the University of the Free State as well as the code of conduct of the Health Professionals Council of South Africa (HPCSA), ensuring the integrity of the participant is not violated or damaged.

Study results: A compact report has been given to each participant displaying the results, conclusions and suggestions derived from the interviews.

All results will be made available to the Crossroads Educational Foundation NPO, still within confidentiality of the participants.

3.5. Conclusion

To conclude, all three major aspects that inform the research approach of this study were discussed, which included the philosophical assumptions of the researcher, the method of inquiry and the methods of data collection, analysis and interpretation (Creswell, 2013b, p. 3). The research paradigm that is followed in this study is the constructivist paradigm. In light of this, the method of inquiry was discussed comprehensively within the research context. The processes of the collection, analysis and interpretation of the data were also discussed in detail. Finally, the trustworthiness of the study was commented on followed by the ethical considerations. Such detailed discussions and the reasoning behind the methods are imperative, especially within the constructivist paradigm in qualitative research (Janse van Rensburg, 2012, p. 99). The following chapter is aimed at presenting the findings of both the questionnaires and the interviews.

Chapter Four

Presentation and discussion of findings

4.1. Introduction

Qualitative methodology, as discussed in the preceding chapter, was applied to investigate the experiences of the ECD practitioners regarding the occupational enablement of work through the CTP. This included exploring the facilitating factors and barriers toward the enablement of their occupation. It further allowed the participants to express how they experienced their growth as ECD practitioners. This chapter aims at describing these experiences by presenting and discussing the results of the study as received from the participants during the interviews, analysed by the coders and interpreted by the researcher. The final codes, categories and themes will be discussed in connection with the literature regarding enabling occupation. The demographic information from the questionnaires and the first theme derived from the data analysis of the interviews are both aimed at describing the context of the participants. First, the questionnaire results will be used to provide a detailed presentation of the participants of this study.

4.2. Description of the participants

As explained in the literature review of this study, in understanding the occupational enablement of another person, it is imperative to consider the context as occupation is influenced thereby (Christiansen et al., 2005, p. 5; Townsend & Polatajko, 2013, p. 27). A quantitative approach was chosen to accumulate the demographic information of the participants and their ECD centres in order to portray the setup or context that in turn has an influence on their occupation. These results are used in this section to describe the participants and their ECD centres.

As described in detail in chapter 3, of the 16 ECD practitioners approached to participate in the study, nine complied with the inclusion and exclusion criteria, consented to participate in the study and completed the process through to member checking. These nine participants are distributed over eight ECD centres, as two of these participants practice at the same centre. Pseudonyms were allotted to the participants that were derived from the alphabet letter given to each of the final nine participants. These pseudonyms are Anna, Betty, Cathy, Dora, Edith, Frieda, Grace, Hester and Irene.

Table VI presents a general description of the participants with regard to age, gender, main home language and interview language.

TABLE VI: GENERAL DESCRIPTION OF PARTICIPANTS

General description of participants					
#	Pseudonym	Age	Gender	Main home language	Interview language
1	Anna	60	Female	Sesotho	English (with minimal Setswana translation)
2	Betty	43	Female	Setswana	English (with minimal Setswana translation)
3	Cathy	37	Female	Setswana	English (with minimal Setswana translation)
4	Dora	41	Female	Sesotho	English (with max. Setswana translation)
5	Edith	52	Female	Setswana	English (with minimal Setswana translation)
6	Frieda	52	Female	Setswana	English (with max. Setswana translation)
7	Grace	42	Female	isiXhosa	English (with minimal Setswana translation)
8	Hester	55	Female	Setswana	English (with max. Setswana translation)
9	Irene	41	Female	Setswana	English (with max. Setswana translation)

From Table VI, it can be seen that all the participants are female with the median age of 43. Although not all the participants' main home language was English or Setswana, all of them understood English and/or Setswana fully as these were also interchangeably the main or secondary teaching languages of all the ECD centres (see Table VII). Therefore, all the interviews were conducted in English with either minimal Setswana translation necessary, usually just a question or phrase that is not familiar, or with maximal Setswana translation necessary. In the latter case, it was necessary for the translator to translate my every question, prompt or remark from English to Setswana to the participants and then again translate their Setswana response accurately back to me in English.

Table VII describes the qualification(s) and other experience of the participants in order to portray the years of experience that these women have, but also to show that no exclusion was made based on qualification and/or experience.

TABLE VII: QUALIFICATION(S) AND EXPERIENCE OF THE PARTICIPANTS

Qualification(s) and experience of the participants									
Pseudon.	Schooling (Highest grade passed)	Tertiary qual.	ECD level training	ECD levels ^e					Duration as ECD practitioner
				1	2	3	4	5	
Anna	Grade 9/Std 7	None	None	-	-	-	-	-	6-10 years
Betty	Grade 11/Std 9	None	None	-	-	-	-	-	6-10 years
Cathy	Grade 11/Std 9	None	Yes	-	-	-	-	y	11-15 years
Dora	Grade 11/Std 9	Diploma	Yes	y	y	y	y	y	More than 15 yr.
Edith	Grade 12/Std 10	None	Yes	-	-	-	-	y	11-15 years
Frieda	Grade 8/Std 6	None	Yes	-	-	-	y	-	More than 15 yr.
Grace	Grade 12/Std 10	None	Yes	y	y	y	y	y	11-15 years
Hester	Grade 12/Std 10	Diploma	None	-	-	-	-	-	6-10 years
Irene	Grade 9/Std 7	None	None	-	-	-	-	-	0-5 years

Table VII shows that only three of the nine participants matriculated, of which two completed a tertiary qualification, specifically diplomas. Five had completed some ECD level training, of which only two completed all five levels. Furthermore, the participants include a variety in duration of experience as ECD practitioners, varying from less than five years to over 15 years of experience. In fact, four participants had ten years or less experience and the remaining five had more than ten years of experience as ECD practitioners.

The general description of the ECD centres is outlined in Table VIII. It aims to give an idea of what each centre looked like and what resources were available to them.

TABLE VIII: GENERAL DESCRIPTION OF THE ECD CENTRES

General description of the ECD centres				
Centre	Building type	Number of classes	Basic equipment available	Running water
1	Shack/makoekoe	2	n	y
2	Concrete building	4	n	n
3	Shack/makoekoe	2	y	y
4	Church building	4	y	y

^e **Key:** n = no; y = yes

5	Concrete building	2	n	y
6	Church building	1	n	n
7	Shack/makoekoe	2	y	y
8	Concrete building	3	n	y

From Table VIII, it can be noted that the building types, as defined by the ECD practitioners, varied. The descriptions of the centres included 'shack/makoekoe', which is an informal building usually made from corrugated iron and other materials, 'concrete building' which refers to a well-structured building made of concrete and 'church building' which indicates to the ECD centres that are on the property of the church and part of the building itself. The number of classes at the centre (varying from a minimum of one to a maximum of four in this regard) can easily determine the size of the ECD centres. The term 'classes' refers to the groups of children as grouped by the ECD practitioners according to their age. Each class has their own ECD practitioner. Where possible, the classes were separated from one another by placing the children into different rooms or by room divisions dividing one bigger room into more sections. Only three of the eight centres stated that they had the basic equipment available at the centre. Two centres did not even have running water available and have to fetch water from a central water point on a day-to-day basis.

Table IX displays the general setup at the ECD centres regarding the teaching languages, the number of employees and practitioners and the age groups attending the ECD centres.

TABLE IX: GENERAL SETUP AT THE ECD CENTRES

General setup at the ECD centres								
Centre	Main teaching language	Secondary teaching language	No. employees	No. practitioners	Age groups			
					0-2	3-4	5-6	6+
1	Setswana	English	6	3	y	y	y	n
2	English	Setswana	8	4	y	y	y	n
3	Setswana	English	3	2	y	y	n	n
4	Setswana	English	5	3	y	y	y	n
5	Setswana	English	2	1	y	y	n	n
6	Setswana	English	3	2	y	y	n	n
7	Setswana	English	2	1	y	y	n	n
8	Setswana	English	4	3	y	y	n	n

As shown in Table IX, all but one centre teaches mainly in Setswana and secondarily in English. The number of employees differs from the number of practitioners as most ECD centres employ cooks, cleaners, gardeners and/or caregivers to help lighten the demanding workload of a centre. It is noted that all the ECD centres accommodate ages zero through four years old; only three centres accommodate five to six year olds, but none have children older than six attend the centres.

These four tables are concurrent with the description of South African ECD centres as stated in the literature review, 2.2.1. The South African ECD Sector. South African ECD centres vary from sites in informal settlements or known as “shacks”, where women who may have no formal qualification look after the children within their close communities, to suburban day care centres or even pre-primary school classes equipped for education. Alongside the variation in centres, levels of quality education and resources vary (Department of Education, 2001, p. 12; Gardiner, 2008, pp. 23–24). Therefore, the unit of analysis included a variety of ECD practitioners and ECD centres implored by the general definitions of both, but specifically within the rural ECD sector.

Lastly, all the practitioners were asked to describe how often they are able to or prefer to use the CTP at their centre: every day, two to three times per week, once a week, once every two weeks, once a month or less than once a month. The following pie chart, Figure 4, was created to give a visual representation of their responses to this important question.

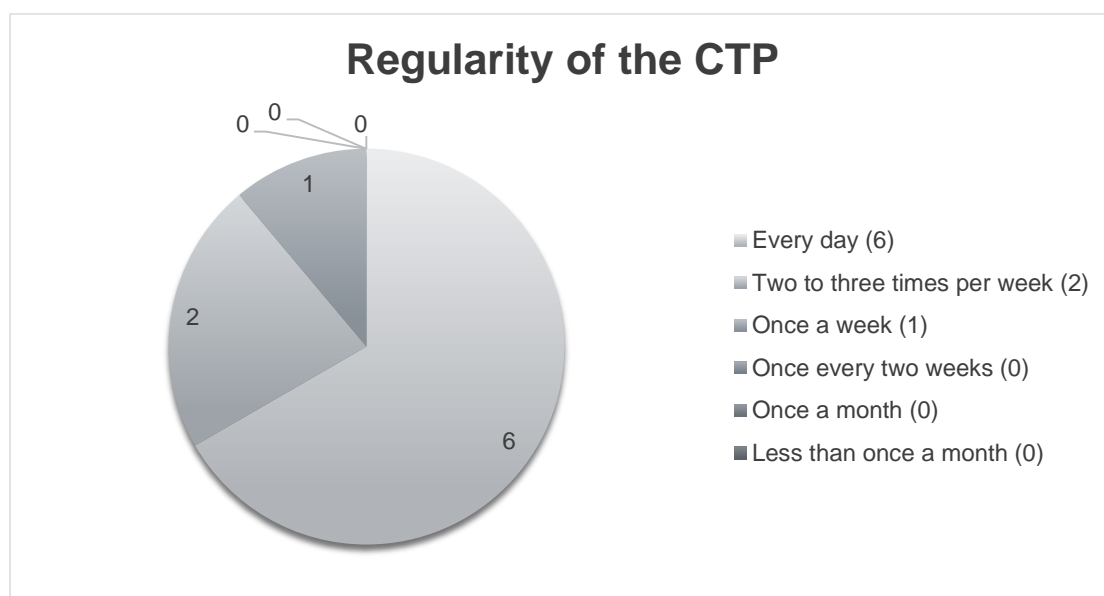


FIGURE 4: REGULARITY OF THE CTP

The regularity of their utilisation of the programme could drastically influence the experiences rendered from the CTP. Even though regularity was not a deciding factor of the eligibility

criteria, it would be necessary to determine whether it is worth interviewing someone with less than once a week experience with the CTP. However, as seen from Figure 4, such a discussion was not necessary as most of the participants (six of the nine) make use of the CTP on a daily basis and two participants utilise the CTP two to three times weekly.

In conclusion, this background information of the participants and their ECD centres lay an important foundation to understanding their perspective and context as they answered the questions in the interview and were telling of their experiences as ECD practitioners and of the CTP. The data generated from the interviews will be presented and interpreted in the following section.

4.3. Presentation and interpretation of data

As described in Chapter 3, an extensive process of coding and re-coding by using two coding cycles and analytical thinking was utilised (Saldaña, 2016, p. 68). A co-coder was closely part of the coding process as she and I coded simultaneously during the first cycle of coding. After the first cycle coding, we reached consensus on the codes and possible themes that could emerge from the codes. Upon this detailed discussion, I completed the second cycle of coding based on our findings and my own reflection to reach the final codes that evolved into the categories and themes found in Table X. Due to the second cycle of coding being the process of Pattern Coding, the codes from the first cycle were not changed harshly or drastically as it is designed to rather tighten and create patterns from the first cycle of coding (Saldaña, 2016, pp. 236, 296). Therefore the second cycle codes are firmly based on the first cycle of coding, which was co-coded and consequently it was unnecessary for formal co-coding during the second cycle. Both study leaders of which one was part of the coding as co-coder checked the second cycle of coding in this chapter. In final analysis, these cycles of coding fortified the codes to categories and themes as an array of the experiences of the ECD practitioners concerning the CTP and the occupational enablement or lack thereof.

This section is aimed to portray these experiences of the ECD practitioners, staying true to what they expressed and imparting my comprehension thereof in line with what I could see and hear from them. Table X includes all the themes, categories and codes as derived from the data analysis. It can be referred to during the subsections to follow, as each theme will be discussed in the following subsections. The voice of the participants is presented as direct quotations or paraphrased statements. The translated statements are presented as paraphrased statements as well, as these were aimed to be translated as directly as possible. The direct quotations will include the original words and utterances voiced by the participant,

including incorrect forms of speech and even verbal and non-verbal exclamations where applicable. This is to attempt to transfer the true expressions of the participants. All direct quotations are typed in “*quoted italics*” and the paraphrased statements only in *italics*.

The interpretation of my data is evident through the way I coded and organised the data to codes, categories and themes as well as the discussion of the data in the following subsections, resulting in thick and rich descriptions. These thick and rich descriptions in turn will also add to the trustworthiness of the study as described in Chapter 3 (Creswell, 2013b, p. 201; Janse van Rensburg, 2012, pp. 91, 101). Furthermore, all the direct quotations and paraphrased or translated phrases will be accompanied by the citation of the participant by using her pseudonym, e.g. (Anna). This will prove how the information received is distributed and spread across the participants (Janse van Rensburg, 2012, p. 101).

TABLE X: THEMES, CATEGORIES AND CODES GENERATED FROM THE DATA ANALYSIS

Theme	Category	Code
The great imbalance in the rural ECD sector	A ^f : Behind the choice	a^g . love and passion b . the need for the role ab . change of heart
	B: Inadequate foundation	g . lack of knowledge c . unqualified
	C: Experience is key	ac . experience is key
	D: Funding	d . barrier of funds e . external help
	E: Parental opposition	ad . parental opposition
	F: Absence	ak . poor attendance v . low level understanding
The CTP enabling occupation	G: CTP fills the gaps	o . CTP avails knowledge k . confidence booster aa . CTP fuels growth ae . CTP fills the gaps in ECD level training q . positive parents
	H: CTP in the issue of funding	j . CTP modifies thinking on equipment ag . CTP is the equipment
	I: CTP guidance	i . CTP directs lessons t . CTP assists time management p . CTP lightens workload
	M: CTP is practical while enjoyable	r . CTP is practical aj . CTP is enjoyable
	K: Is the CTP easy to understand?	w . the question of comprehension m . responsibility of understandability f . repeat CTP lessons u . necessary repetition x . skip lessons
	L: Implementing the CTP	l . responsibility of implementation ai . personal addition
The CTP disabling occupation	N: Changes to the CTP	ao . translating the CTP ap . adding more pictures y . no changes needed
	O: CTP and context	h . English vs Setswana am . CTP too high
	P: Insufficient involvement	n . minimal monitoring ah . admin assistance z . seldom opportunities

^f The capital letters were given to each category before divided into the three themes.

^g The small alphabet letters were assigned to each code during the second cycle of coding.

As seen in Table X, three major themes emerged from the data analysis namely (1) the great imbalance, (2) the CTP enabling occupation and (3) the CTP disabling occupation. The first major theme, the great imbalance, developed from the issues that the participants raised as they conveyed their experiences as ECD practitioners. The great imbalance, in short, refers to the gap between the need and expectation vs the inequity of minimal availability of resources and opportunities. This gives a key foundation to the understanding of the latter two major themes and, in my opinion; this imbalance is what answers the question of enablement in return. Whether the CTP enables or disables their occupation is dependent on their unique circumstances. **Justice** in enabling occupation is only sought through recognising diversity and inequity (Townsend & Polatajko, 2013, p. 108). This is also important in the emphasis on **power-sharing** as an occupation enabling foundation as this commits to collaborating with the participant in learning of their circumstances whilst determining the conclusion or end-goal of their enablement (Townsend & Polatajko, 2013, p. 109).

4.3.1. The Great Imbalance

As I was moulding the data and shaping my own understanding of the information, my foremost observation was the 'imbalance'. Initially, I did not think that the 'imbalance' would become one of the major themes in the results, but I wrote about it in the form of analytic memos^h (attached as Appendix H: Analytic Memos). Ultimately, the 'imbalance' emerged as a real issue throughout the interviews as the participants relayed their experiences. This theme portrays the significant inequities that the ECD practitioners experience in their endeavours to doing their passion, being ECD practitioners, becoming whom they wish to be, and belonging in their communities. Table XI presents the categories and codes for the first theme.

^h Analytic memos are informal written pieces similar to blogs or journal entries where the researcher is encouraged to relay his or her thoughts. This is generally an open-ended reflection to assist in the process of making sense of the data corpus, not to be mistook for field notes (Saldaña, 2016, pp. 44–45). Although analytic memos can be coded if it contains rich data, I decided not to code my own memos as this was written purely to help me make better sense of the data corpus, the process of coding and my own thoughts.

TABLE XI: THE GREAT IMBALANCE

Theme	Category	Code
The great imbalance in the rural ECD sector	A: Behind the choice	a. love and passion b. the need for the role ab. change of heart
	B: Inadequate foundation	g. lack of knowledge c. unqualified
	C: Experience is key	ac. experience is key
	D: Funding	d. barrier of funds e. external help
	E: Parental opposition	ad. parental opposition
	F: Absence	ak. poor attendance v. low level understanding

As presented in Table XI, six categories shape this theme, namely (A) behind the choice, (B) inadequate foundation, (C) experience is key, (D) funding, (E) parental opposition, and (F) absence. These six categories unfold the theme of imbalance as each category is discussed.

4.3.1.1. (A) Behind the choice

Part of the first question, as an icebreaker, asked each participant to talk about her favourite part of being a practitioner. Additionally she was asked to explain what caused her to become an ECD practitioner. These questions revealed the fact that the majority of these women did not choose this occupation only to put food on their tables or to keep them busy, but rather as informed decisions based on passion, love and seeing a need in their communities. Three codes formulate this category and truth about these participants namely, (a) love and passion, (b) the need for the role, and (ab) change of heart.

a. Love and passion

The majority of participants exclaimed a love and passion for children. Their incentive to follow through with the task of ECD is driven by this love and passion that they so readily explain.

“Uh, it’s nice to work with kids, especially when you love kids; because I love kids.” (Anna)

“I love kids. Jah, that’s the most important part, ‘cause I like to be close to kids. Even in my house, like, where I live, my yard is always full of kids.” (Betty)

“My favourite part of being a practitioner is because I love children; I have a long heart [laughs]. I like being around the children most of the time. That keeps me away from bad things.” (Cathy)

Frieda did not know how to explain her favourite part of being an ECD practitioner except to love the children. (Paraphrased – Frieda)

One participant explained her love more practically and that she enjoys being friends with children as that revolves around communication, love, playing and singing.

“My favourite part of being a practitioner: I like teaching the children and playing along with them...my job is to be friends with children...communication, love, playing, singing...” (Edith)

Another participant explained this love and passion to a further extent: being a calling and her life.

“I cannot live without kids; that’s my life. So being a practitioner is a call. I am not here by mistake... I’ve never used ECD as business; I use it as my life.” (Dora)

These participants are clearly doing their passion in life: caring for and loving children. Being an ECD practitioner allows them to do so every day (Anna; Cathy; Frieda). Their occupation allows them to communicate and interact with children (Betty; Edith). It is a calling and a passion, not only a career choice (Dora). These participants clearly state that the meaning that they attribute to their occupation of work is more than just an occupation towards sustaining life. Rather, as a choice towards living out their passion.

In strong connection with the first statement of having a love and passion for these children, they further mentioned how they desire to see children safe and happy.

“...because I love kids. So it’s nice to see the kids happy and then the kids safe.” (Anna)

“I like teaching. I like seeing children growing, neh; developing, having better future, not running around on the street; to be hobos.” (Cathy)

“My favourite part is to take care of the kids and to show them love... they need care. So I decided, let me just collect them and take care of them.” (Grace)

Irene’s favourite part of being a practitioner is also “taking care of children”. (Irene)

Therefore, living out their passion goes beyond interacting with children; they strive to see the children in their communities safe and happy (Anna; Grace; Irene). Cathy interestingly remarks that she would prefer to take in children in order to make sure that they grow up into better futures. Their ECD centres are safe spaces for children to be cared for, develop, and grow (Cathy; Grace). This correlates with findings from other studies (Brink, 2016, p. 4; Van der Vyver, 2012, pp. 139–140; Vorster, Sacks, Amod, Seabi, & Kern, 2016, p. 6).

In all these statements, it is clear that these participants have a love and passion for children, a need to see them safe and happy and to build relationship with them. These participants further indicated that they saw a need in their communities, which is discussed in the next code.

b. The need for the role

As mentioned earlier, some of the participants noticed a need in their communities for a place where children can be looked after and developed. Exactly this, mostly linked with a passion and love for children, motivated these participants to initiate ECD centres or to start working and serving as ECD practitioners.

“But when you saw the need of, you know the kids need someone to look after them. You know, people are poor, they can’t afford some of the crèches – they are expensive. And then there are parents that are sick... So it’s where the ideas come from. So, to us, we are just going to look after these kids... but it started from that love.” (Anna)

“I have a big part to play [in their futures].” (Cathy)

Edith volunteered at a centre because her baby was there and they did not have enough people helping at the centre. “So it was where we started. From there we were working there, me and [Cathy]. After that, we were taken to the courses – the levels. That’s where we started having our own crèches, enjoying and doing everything.” (Edith)

“And then to meet with the needs of the community, because other children – they are just running all over the streets, they need care... I don’t benefit financially. So the love that I have for the kids, I just sacrifice. But the little that I get, I’m okay.” (Grace)

Derived from the love for children, these practitioners also noted that there is a need in their communities for ECD centres that are affordable (Anna), willing people to serve as ECD

practitioners (Edith), and a place for children to go to instead of being on the streets (Anna; Grace). They have a big part to play in the future of the children (Cathy).

Another participant specified that there is even a need for the people working with her to survive.

“Sometimes you will feel that I’m working with different people from different families. They need to put bread in their tables. That is hard because sometimes I cannot, but I am willing to work with them.” (Dora)

It may not be financially viable for them, but because of the love they have and the need they see for the parents, the children, and other adults needing work, these ECD practitioners are willing to sacrifice to help others (Anna; Grace; Dora).

They further explained that it is important for them to feel needed or appreciated in their communities.

“It’s nice to know that you are appreciated or you are needed.” (Anna)

“It’s beautiful to see the child you developed at university, or when you pass on the street he says ‘this is my teacher from crèche’. You can feel that - [gestures to heart].” (Cathy)

It is satisfying to these participants when they feel appreciated in their work and needed in their communities (Anna; Cathy).

After years of working with children, Grace further noticed that she has potential and opted to become a self-employee.

“The other reason: I decided to be a self-employee, because I realised that I have the potential. I worked with kids so many years, so now I just assess myself that no, I have potential, let me do this for myself.” (Grace)

Therefore, for Grace, becoming an ECD practitioner also meant empowering herself in becoming what she sees herself capable to be.

The occupational enablement foundation of seeking **justice**, once again, includes advocating a belonging to society, to feel that sense of participation in the community (Townsend & Polatajko, 2013, p. 108). This factor is an evident drive for these participants; it would be an important dynamic to consider when it comes to the question of enablement of their occupation.

ab. Change of heart

Not all of the practitioners initially got involved in ECD because of a love and passion or because they wanted to fill the need in the community. For some, this was a logical decision based on a personal need to survive or with other end goals in mind. Interestingly though, these participants explained that they later had a definite change of heart towards ECD and children altogether.

There was nothing that I was doing. Then I realised that I shouldn't just sit and do nothing. I started working at the aftercare and then there they also had the portion of the crèche. That's when I started loving children. (Irene)

"When I grew up I didn't want to be a teacher... I told myself I'm going to be a nurse. But that didn't happen, 'cause... I didn't finish my matric. So I told myself I am going to do something 'cause the nurse-part has failed... I came to Mahikeng and I do the ECD level one – from that training – that's when I started to fall in love with children." (Cathy)

Frieda started teaching as an ECD practitioner with the aim of becoming a teacher at school for the Grade R learners. (Paraphrased – Frieda)

Overall, this category clearly shows that these participants have a love and passion for children, even though it was stirred later in life or unexpectedly. This reasoning prompted them to undertaking the unthinkable, greater **responsibilities** and **risk**. In itself, this refers to a key foundation to occupational enablement namely, **visions of possibility** as the realisation of improvement in their communities is stirred (Townsend & Polatajko, 2013, pp. 102–103). Undoubtedly, inspiring and empowering these visions of possibility will be an important factor pertaining the occupational enablement for these participants.

4.3.1.2. (B) Inadequate foundation

Despite this passion and love for children and the need to care for them and keep them safe, the majority of women explained a feeling of inadequacy in their foundation of ECD. They felt

that they initially had a (g) lack of knowledge and/or that they were (c) unqualified to be ECD practitioners.

g. Lack of knowledge

A reoccurring theme emerged that they did not feel they had the knowledge on how to ‘teach’ or be an ECD practitioner. Some participants even mentioned this issue on numerous occasions during their interviews.

“Because really, when I started that, I didn’t know anything about teaching children, to me it was hard.” (Anna)

Anna repeated this point again during her interview, twice.

“When I came to the crèche I was blank. Even though I love kids, but I was blank.” (Betty)

When I started as a practitioner, I thought a crèche only involves children singing, eating, sleeping and playing outside. (Paraphrased – Hester)

I arrived here not knowing how to teach children... I just came very very blank. (Irene)

Irene also repeated this statement later in the interview.

All four of these participants stated that they were not certain how to go about in ECD. They felt truly “blank” (Betty; Irene). By implication, simply guiding and assisting these participants in what to do in ECD could enable their occupation of work.

c. Unqualified

A few participants mentioned that they felt unqualified to become an ECD practitioner due to limited opportunities. Though not many verbalised their sentiments on this subject, it may be necessary to note that this is an important factor to some.

“I never dreamed that I would be a teacher because of my background, you know, less qualified.” (Anna)

“...I never went to any level. Never, never in my entire life.” (Betty)

Anna felt that because of her lack of qualification, she was dependent on her colleague that had completed Level 4 of ECD level training to teach and develop the children. Through the themes, it will be clear that this is no longer a worry for her.

“Now I’ve got this lady who’s done this level four of teaching ECD... most of the time I’d be dependent on her, because she comes from the ECD training – she can do better.” (Anna)

Not completing any ECD training levels further added to their feeling of being unqualified to be ECD practitioners (Anna; Betty). Anna felt rather incompetent in comparison with her colleague.

With less than two years’ experience of being an ECD practitioner, Irene feels that going for ECD level training would make her better.

“If I could go for training now for a level certificate, I’m going to go through easily.” (Irene)

For some, their feeling of incompetence is based on their limited or lack of education and knowledge, others revealed that they felt adequate due to years of experience.

4.3.1.3. (C) Experience is key

Linked with the previous category it is clear that, to these practitioners, qualification is important. However, another factor brought up by the participants is that years of experience are key to being an ECD practitioner. What I realised was that, to these participants, one needs to be qualified and/or experienced. Reaching qualifications is not necessarily possible within all of their circumstances, so the alternative is years of experience.

ac. Experience is key

The following participants mentioned their ease as ECD practitioners is due to their years of experience.

“Right now, nothing is difficult ‘cause what I’m doing it’s what I’ve already done before.” (Cathy)

Cathy explaining that she finds nothing difficult due to her experience is no surprise as she has had between 11 and 15 years of experience as an ECD practitioner.

“My job is not so difficult... no it isn’t at all.” (Edith)

Edith has had 11 to 15 years of experience as an ECD practitioner.

There is actually not much, nothing difficult about my job. (Hester) with six to ten years of experience.

Dora also explained that teaching every day entails daily growth.

“I’ve grown a lot, because teaching happens every day I am forced to grow... So almost from teaching, I feel like almost daily I’m developing.” (Dora)

Although years of experience is worth gold to these participants and it can easily be the distinguishing factor between good and better, I cannot help to wonder about the time waiting to reach such a point. Surely, equipping them to reach adequacy as ECD practitioners need not be limited to years of experience and formal qualifications. Enabling their occupation as ECD practitioners should once again consider that their history and background might not have allowed them to become experienced or qualified. The latter categories, (B) Inadequate foundation and (C) Experience, are key points to an imbalance towards their love and passion for children and the need experienced in their communities. The following category depicts another aspect counteracting the participants to fulfil their love and passion for children as well as their involvement in their communities. Consequently, these disable their occupation as ECD practitioners (Townsend & Polatajko, 2013, p. 108).

4.3.1.4. (D) Funding

Funding is another issue hindering them from serving the community by living their passion. This category is discussed through the codes of (d) barrier of funds, and (e) external help.

d. Barrier of funds

Some of the participants relayed their frustration with the lack of funding available due to various reasons, but especially due to parents unable or even unwilling to pay.

“The difficulties come when coming to the payments... like we know that sometimes, actually there’s no way that you can work without getting paid. So, when payments go down it becomes difficult; it gives me stress.” (Dora)

“Sometimes they bring the children, they don’t bring the money for the school fees. That’s the challenge, mme, yes.” (Edith)

“But now, money is a problem, the income that I get. But because I didn’t open this centre because of money, it pushed me to press on even though it is difficult...” (Grace)

“Because I’m working with the parents in the rural area and then the payments starve.” (Grace)

Hester explained that she would like to add equipment or tools, but are dependent on the response of the parents. (Paraphrased – Hester)

It is challenging and stressful when parents delay or avoid paying the fees (Dora; Edith; Grace). They are dependent on these payments to continue and improve their ECD centres (Dora; Hester). This is likely due to parents that are unable to reach such a means (Grace). However, this barrier of funding and the uncertainty of income affect the way the ECD centres are run.

The barrier of funds firstly limits them to purchase or attain any equipment for their ECD centres, which, they feel, hinders them from improving the centre and improving the development of the children.

“Hmm, the most difficult things is like... you need the funds to, you want to grow with the kids that you must have this equipment to learn – it’s hard to get it. We are struggling to get everything we want.” (Anna)

“I couldn’t afford to buy material.” (Dora)

Because I still remember sometimes we don’t have money here at the ECD, but we need to make some dough... we don’t have equipment. (Frieda)

“What makes my job difficult is to have, because here we don’t have equipment... maybe it’s finance.” (Betty)

“Please donate us toys and other resources that the children need because me, I don’t have any.” (Edith)

“So, I don’t have the equipments, the teaching aids... my present challenge that I don’t have enough outside equipments.” (Grace)

Secondly, it also limits their opportunities to feed the children healthy and nutritious food at the centre.

“...now those food sometimes is a problem because we don't have. I mean, it's a problem because we don't have the money to buy the nutrition. We just have money just to buy so that the kids mustn't starve.” (Anna)

Funding, or rather the lack thereof, makes it difficult for these ECD practitioners to beget the equipment they may need to run ECD activities on daily basis (Anna; Dora; Frieda; Betty; Edith; Grace). This also includes not having outside equipment (Grace). However, the equipment is not the only issue. Providing healthy meals for the children at the ECD centres are challenging when the funds are not available (Anna). In enabling their occupation, it is important to realise that funding is a variable leaving the ECD practitioners stressed and challenged. Providing alternatives to equipment is a factor that will be discussed in the theme following.

In the case where parents are unreliable in paying the fees, external help is much needed and appreciated.

e. External help

Despite the ECD practitioners helping the community by caring and developing their children, one of the participants mentioned that she receives little or no help from her direct community in return. However, she has received help from a few external entities.

“And even that's why I said that it's not my community, because it's people who are outside there who helped us... éh, the university and the church. And then from this lady also who is from Meals on Wheels.” (Anna)

Though Anna is the only participant whose interview progressed to discussing the issue of external help, it seems that other participants also mentioned assistance from the NWU, Mahikeng, especially. With limited help from their direct communities, funding could subsequently become a long lasting issue in their ECD centres. Ideally, enabling their occupation as ECD centres, recognising the limitation in funding and external support, stirring **visions of possibility** through alternative methods and new ideas could be a possible agent to consider (Townsend & Polatajko, 2013, pp. 102–103).

4.3.1.5. (E) Parental opposition

In addition to a slacking in payments, parents may also add further prevention. Three participants also mentioned that parents often make their job as an ECD practitioner difficult.

ad. Parental opposition

“And they’re expecting more.” (Anna) referring to the parents.

“Mmm, most of the time parents are difficult... You can find other that are on the same page as you. But others, yôh, what would make me say ‘ai, ai, I’ll quit this crèche’. But on the other side, I feel for others, for other children who their parents don’t have that difficulties.” (Cathy)

“The difficult is challenges from the parents because they don’t cooperate well with us.” (Edith)

This combination of high expectations but poor cooperation and payment slacking from the parents on the one hand, contrasts with the service of these ECD practitioners and their heart to develop their children on the other. Listening to the participants’ concerns, resistance and exploitation like that could considerably hinder them from optimising their occupation as ECD practitioners. This once again proves the imbalance and inequities experienced by these ECD practitioners, which are presented by this theme.

4.3.1.6. (F) Absence

Another aspect that hinders the ECD practitioners to fulfil their duty towards the children and their community is absence. They mention that (ad) poor attendance of school compromises the progress that they wish to make with the children and consequently they see many children with a (v) low level of understanding.

ad. Poor attendance

Two participants mentioned that children do not always attend the ECD centre regularly.

It is difficult when I am teaching and a child stays away from school. The child falls behind and stays behind through the year, which reflects badly on me. (Paraphrased – Frieda)

In June, the attendance is very poor. (Irene) This, she explained, is due to the older brothers and sisters being on holiday. They tend to stay away completely from school over the winter school holidays.

This certainly impedes the child's progress and possibly affects a child's development negatively. It is noteworthy that this is a worrisome factor to these two participants. It is uncertain how many other participants may have experienced this same issue at their ECD centres, though. This also reflects on the previous category of (E) Parental opposition, as it could demonstrate their opposition in a different way. Nevertheless, to these participants, poor attendance is a definite disabling factor towards their occupation of work.

v. Low level understanding

Some participants mentioned that they often experience that the children may find difficulty understanding them and/or the lesson. This could potentially be linked with a poor attendance, but cumulatively these definitely hinder the child to be present in the learning process. Which is ascribed by the participants as hindering their occupation as ECD practitioners.

"Like the very difficult things, like when I explain something to a kid and he doesn't understand. Jah, it makes me very sad 'cause others will be understanding and the other one... ha kire the children are in their different ways. Yes, some, they can catch easily. Some, they are difficult to understand."
(Betty)

The difficult portion is when you try and teach a child and a child has difficulties in understanding you and grasping what you want to teach. (Hester)

Children may have difficulty understanding the ECD practitioners (Betty; Hester). Important to notice here is that both these practitioners have six to ten years of experience (see Table VII) and are of those whom mentioned that their years of experience have made their jobs easier (see **ac**. Experience is key). Therefore, it can be argued that it is not necessarily due to lack of experience. Enabling the occupation of the participants ideally would include assisting them to implement lessons or activities that could be understood better by the children.

4.3.1.7. To conclude the first theme

As mentioned countlessly throughout this theme, being an ECD practitioner, to these participants, means to love and care for the children placed in their care. They wish to see children grow into better futures. Their passion drives them to become better practitioners and to continue with their ECD centres despite their limited experience or qualification, the

limitations in funding, parental opposition, and the absence of children. Considering this unique imbalance, the question of occupational enablement to these ECD practitioners within these circumstances will determine the following two themes.

4.3.2. Enabling occupation

Enabling occupation, as seen in the literature review, refers to providing the necessary opportunities and means for individuals, groups and communities to shape their own lives and enable their occupation and consequently also disable their occupation (Townsend & Polatajko, 2013, pp. 180–181, 276). The six foundations of enabling occupation in occupational therapy include choice, risk and responsibility; client participation; visions of possibility; change; justice; and power sharing (Townsend & Polatajko, 2013, pp. 100–109). Descriptions of these foundations can be referenced in Chapter 2: Literature Review. This theme of Enabling Occupation is written in reference to the foundations of occupational enablement and will frequently be referred to during this theme and the following. In Table XII, below is the layout of the categories and codes of this theme.

TABLE XII: ENABLING OCCUPATION

Theme	Category	Code
The CTP enabling occupation	G: CTP fills the gaps	o. CTP avails knowledge k. confidence booster aa. CTP fuels growth ae. CTP fills the gaps in ECD level training q. positive parents
	H: CTP in the issue of funding	j. CTP modifies thinking on equipment ag. CTP is the equipment
	I: CTP guidance	i. CTP directs lessons t. CTP assists time management p. CTP lightens workload
	M: CTP is practical while enjoyable	r. CTP is practical aj. CTP is enjoyable
	K: Is the CTP easy to understand?	w. the question of comprehension m. responsibility of understandability f. repeat CTP lessons u. necessary repetition x. skip lessons
	L: Implementing the CTP	l. responsibility of implementation ai. personal addition

From Table XII, the six categories informing this theme are presented, which include (G) CTP fills the gaps, (H) CTP in the issue of funding, (I) CTP guidance, (M) CTP is practical while enjoyable, (K) Is CTP easy to understand?, and (L) Implementing the CTP. These categories

were formed from the comments and answers from the participants that explained how the CTP has helped them or assisted them in various ways. These comments were often provided to point out how the CTP directly or indirectly counteracted the issues mentioned in the first theme, which caused the imbalance mentioned. The last two categories are argued where both the contrasting views are added to the discussion. In the end, these two categories do come down to enabling their occupation rather than disabling it. Each of the categories will be explained in relation to their codes. Most of the categories are directly linked with the categories from the previous theme aiming to consider their unique circumstances, diversity and equity as part of seeking **justice** and **power-sharing** (Pierce, 2014, p. 505; Townsend & Polatajko, 2013, pp. 108, 109).

4.3.2.1. (G) CTP fills the gaps

This first category aligns the gaps presented in the first theme with the solutions through various aspects of the CTP. These are described through each of the codes including, (o) CTP avails knowledge, (k) confidence booster, (aa) CTP fuels growth, (ae) CTP fills the gaps in ECD level training, and (q) positive parents.

o. CTP availsⁱ knowledge

According to the participants, the CTP helps to give knowledge on teaching and/or developing children. The following statements link with the influence that the CTP has had on their knowledge as ECD practitioners. These statements accompanied descriptions of the CTP and how the CTP helped them, which were often voiced through comparing then and now. They also often refer to the CTP as the 'books', 'programme' or 'curriculum'. When they refer to the training, they sometimes speak of 'workshop'.

"...the children, when you don't know anything, they just running around. But now [since the CTP] you know what you are doing." (Anna)

"I think I told you that when I started this day care, I had no idea, nothing at all, neh. But now I've grown, I know how to teach..." (Anna)

"My job is different now [since the CTP] ...because now from my side I never attended any level" [referring to ECD levels]. "But since I went to the workshop [referring to the CTP training] at least it's

ⁱ Definition of *avail* [transitive verb]: to produce or result in as a benefit (Merriam-Webster Incorporated, 2018a, p. 1).

fine, I can cope... Like teaching kids, how to handle kids. Yes, I do have the knowledge, but for now, the knowledge that I have now it's better than." (Betty)

"I've gained a lot of experience." (Betty)

"I started from zero but after the Crosstrainer, I, ah. There were other things I didn't know, especially about different kinds of kids, how to handle them, wa bona." (Betty)

"I got solutions to my problems in CTP, because there is nothing hard. I was knowing a little, but they add more, uh, the CTP adds more. Mine is just to implement what I've been taught." (Dora)

"It did help me a lot. Through it I know how to do, how to teach, jah, how to play with children, how to make some activities." (Edith)

CTP gave me the information on how to teach the child on what I want to teach. (Paraphrased – Hester)

She never thought of exercising them to write, and never thought of making them listen. But at this juncture she has grown so much that she knows that you are supposed to help them with exercising their muscles, we are supposed to make them listen and think. (Indirectly translated – Hester)

As I continued using the books... [referring to CTP books] ...and doing what is supposed to be done, I enjoy and gain experience of teaching. (Irene)

Just as I said, I just came very very blank. So 2015, after using these books, there was light now and I started realising, seeing my way forward." (Irene)

Firstly, I didn't know a thing. Now my experience with this book even myself, my mind, has improved. (Irene)

The CTP therefore helped the ECD practitioners to gain more knowledge on how to 'teach' (Anna; Edith; Hester), and activities that can be implemented with the children (Edith; Dora). They felt that they gained more experience through the CTP (Betty; Irene) and needed only to follow the programme (Dora). They are better able to direct the children and started coping better at their ECD centres (Anna; Betty; Edith; Irene). Once again, note that both Betty and Hester who mentioned that their six to ten years of experience (see Table VII) made their jobs easier (see ac. Experience is key), also explained that they felt that they knew less before the CTP and that now they can cope better (Betty; Hester).

Cathy, felt the need to pass her new knowledge on to her colleagues.

“I’ve grown a lot, ‘cause right now I’m even teaching my teachers how to use that Crosstrainer book.”
(Cathy)

She explains that she accredits her growth, through the CTP, to the fact that she is even able to teach her co-workers (Cathy).

However, Betty feels that she needs to gain more knowledge on children.

“No, it’s a good thing. I just need more... I need more; I need to know more about kids.” (Betty)

After understanding how important knowledge and experience in ECD are to the participants, filling this gap of knowledge can definitely be ascribed to enabling their occupation as ECD practitioners. This takes into consideration the inequities these ECD practitioners face regarding opportunities to gain qualification and experiences. Therefore, **justice** (Townsend & Polatajko, 2013, pp. 106–107) is served through attending to these unique inequities. It can further be argued that **visions of possibility** (Townsend & Polatajko, 2013, pp. 102–103) have been availed as the ECD practitioners noted their improvement and knew knowledge through the CTP (Anna; Betty; Cathy; Dora; Edith; Hester; Irene).

k. Confidence booster

Some participants who mentioned that they did not have the knowledge or experience in ECD, also felt they lacked confidence before the CTP.

“Now I’ve got this lady who’d done this level four of teaching for ECD...most of the time I’d be dependent on her... But at the end of the day we are equal, or I am more because I love what I do. At the end of the day I saw, I think that sometimes I managed to do more because with these books.”
(Anna)

“That’s why I said so, this Crosstrainer, it helped me because now I can even stand. If they are not there, I’m there, although I didn’t make the ECD levels. I’m there, I know I can do it. So I’ve got this confidence, I can do it... I just do it because now I’ve got these books.” (Anna)

“But now I’ve grown, I know how to teach. I can stand in front of the children. I know I’ve got this of Crosstrainer to help me to achieve what I’m doing.” (Anna)

“Since I met the CTP I am brave enough to do the things that I never thought I would do, the things I never thought I knew how to do.” (Dora)

Before she used the CTP she used to be discouraged and be down. So since she started using it, she’s active and sort of enthusiastic in her work. (Indirectly translated – Frieda)

From these remarks, it can be seen that the CTP boosted the confidence of these participants by making them feel that they are more capable to practice as ECD practitioners (Anna), by encouraging them to achieve in their work (Anna; Frieda) and to be brave enough to take on more (Anna; Dora). By boosting their confidence, the CTP enables their occupation through stirring **visions of possibility** (Townsend & Polatajko, 2013, pp. 102–103). This further resulted in encouraging them to take on **risks and responsibilities** (Townsend & Polatajko, 2013, pp. 100–101), such as no longer depending on others, but taking action herself (Anna) or to do things she was not brave enough to do (Dora). **Change**, as stirred by visions of possibility, brought upon new perspectives on life for these participants as they mentioned ways in which they have grown (Townsend & Polatajko, 2013, pp. 103–104). These include the prospect of achieving in her work (Anna), doing new and brave things (Dora), and becoming more enthusiastic in her work (Frieda). Therefore, in due time the **power-sharing** relationship encouraged them to freely express and live out their talents and capabilities (Townsend & Polatajko, 2013, p. 109).

aa. CTP fuels growth

As part of the interview questions, I asked in which way they experienced growth through the CTP. Some of the answers were incorporated in the previous two codes as they created their own patterns. These directly refer to their growth as ECD practitioners through the CTP.

The CTP has helped both Betty and Edith with their growth as practitioners *“a lot”*; they answered, but did not elaborate. (Betty) (Edith)

Frieda answered, *“I think so”*. (Frieda)

“I’ve grown a lot, ‘cause right now I’m even teaching my teachers how to use that Crosstrainer book.” (Cathy)

“Jah, it has helped met grow.” (Cathy) referring to the CTP.

Dora answered “yes” to whether the CTP has helped her to grow as a practitioner. By participating in this programme, now I’m doing best. I’m doing my level best... there was some other things that was missing, now I feel I got them after being engaged with the CTP. (Dora)

Another participant mentioned an interesting factor indicating her growth.

Grace explained that she was able to assist and direct a family with their child that has ‘special needs’ as to how to handle the child. This was true for normal children as well:

“So I see myself they were so happy, I just taught them something that they didn’t think of... and I think the other kids, even the normal ones, because even though they are normal but they have their weak points... here and there. But I just ask the parents ‘no, this type of kids need to be treated like that’, you see.” (Grace)

Edith explains that she has grown to become a perfect practitioner; at that statement, I asked her what being a perfect practitioner means to her.

“To me to be a practitioner, I think I’m a perfect one.” (Edith)

“A perfect practitioner is to know the whole of a child. Emotional, physically, spiritually; all the development through the child; I know it.” (Edith)

Knowing children holistically can be ascribed to being a good practitioner (Edith).

The fact that the CTP fuels growth for these ECD practitioners is an important point on whether the CTP enables their occupation. Based on their descriptions on how lost they felt, a programme that makes them feel that they have grown as ECD practitioners could spur further growth and opportunities. As they experience personal growth as practitioners, it can fuel **visions of possibility**, a foundation to occupational enablement (Townsend & Polatajko, 2013, pp. 102–103).

ae. CTP fills the gaps in ECD level training

Many ECD practitioners go for ECD level training as an attempt to gain knowledge and experience in ECD. Although this training has proved very helpful and valuable to many ECD

practitioners, some participants voiced they felt after the ECD level training that there were some gaps or aspects missing. The CTP, according to them, helped fill these missing gaps.

"I knew, but not too much 'cause [ECD level training] helped me how to develop a child, then how to manage a centre and that others. But it didn't went too much into how to teach... right now I know what to do each and every day." (Cathy)

Cathy explained that even though the ECD level training helped a lot, the level that she completed did not help her much with 'teaching' children. However, the CTP directs her in what to do on a daily basis (Cathy). Cathy completed ECD Level 5.

Even for some participants who completed all five ECD levels said that the CTP still filled some of the gaps in ECD.

"I just learned until ECD level five, so I feel like I'm missing some things; I need to get something big. So I think now Crosstrainer develops me a lot... because they are filling up the gaps." (Dora)

"So, as I told you, we went to the training, yes of ECD levels. But even though we attend the workshops, there are some things, I think they, it was addition to the knowledge that we have. Especially level four and five, we couldn't have enough time to do the practicals, you see, to do the activities practically... So then we went to the Crosstraining, then we had enough time even though it was for those days." (Grace)

"yes, it was in addition. We've been taught through the trainings of the ECD, but now, during the workshop, we did that practically. Yes, we don't just read." (Grace)

ECD Level training is a well sought after qualification among these ECD practitioners, especially in the rural areas, as for many this may be the only qualification or guidance to ECD that is within their means. However, as stated in the literature review, these levels are only entry-level qualifications and additional support and designed programmes are still necessary for these ECD practitioners. It is important to acknowledge here that the CTP does not aim to replace this training, but adds to it and further improves the knowledge on ECD for the practitioners. More knowledge and experience in ECD can stir **visions of possibilities** and facilitate forming new ideas to implement in their ECD centres (Townsend & Polatajko, 2013, pp. 102–103). Not everyone has the opportunity to attend the ECD level training or any other training. Therefore acknowledging this inequity and diversity through making the CTP

available also denotes the occupational enablement foundation of seeking **justice** (Townsend & Polatajko, 2013, pp. 106–107).

q. Positive parents

Previously I mentioned that parents might often oppose the ECD practitioners in a few ways including, slacking in payments, irregular class attendance, having high expectations from the ECD centre and refraining from helping them in other ways (see 4.3.1.5. (E) Parental opposition, and **ad**. Poor attendance). Interestingly, two participants mentioned that the parents are happy with the progress of their children since implementing the CTP at their ECD centres.

“When a child arrives at home, she does something different; the parent will become so happy... So it’s nice to, when parents say that to you. So this programme helps me a lot.” (Anna)

She said, even some of the parents of the children really thank her for teaching their child when they go; that they feel she has done a good job on them. (Indirectly translated – Frieda)

And the ideas coming from the books helped her to this with the children, and the parents in turn were very grateful. (Indirectly translated – Hester)

It can be argued that the CTP helps direct the necessary **change** in this regard that could help to relieve the ECD practitioners from ‘unhappy’ parents even in small and sometimes unnoticeable ways (Townsend & Polatajko, 2013, pp. 103–105).

4.3.2.2. (H) CTP in the issue of funding

The participants exclaimed a real issue of funding (discussed in 4.3.1.4. (D) Funding) which thwarted exercising their passion and love for children and the heart to serve their communities. Relieving the issue of funding is an important aspect to consider when enabling their occupation. Two factors of the CTP help alleviate the pressure of limited funding that are discussed in (j) CTP and equipment, and (ag) CTP stimulates ideas.

j. CTP modifies thinking on equipment

Another important aspect mentioned by numerous participants is how the CTP has changed their thoughts on the equipment needed to plan and complete daily activities.

"Before you were too much waiting to buy the things to teach. Now, with these books, I can see no I can do this; I can do this to teach the kids. So, to me, it helps a lot." (Anna)

"Yes, like now, firstly, I never thought I can make a ball out of plastics; I can make clay out of flour, cooking oil, salt, wa bona. So I've got a lot of experience." (Betty)

"Mm, right now on the equipment that I'm supposed to use, neh, if I don't have I'm making some for myself." (Cathy)

"...even if this one we don't have, but we have to do it; we are going to create it for ourselves." (Cathy)

"The equipment that I'm using is not the equipment that I'm using before CTP comes to my life. At least I have learned to some or other things for the centre. I have to use my own hands to improvise." (Dora)

"And then they teach us to improvise when it's not everything that you can bought from the shop." (Grace)

As mentioned in the first theme, The Great Imbalance, many participants voiced that the limited equipment available to them and the limited funding to attain equipment is often a problematic area at their ECD centres. However, most of the participants explained that since the CTP, their thoughts have been changed about the equipment needed. Many of whom realised that they do not need as much equipment to construct an activity or facilitate learning as they used to believe. They further mentioned that if they do not have the equipment they need, the CTP has shown them that it can be made or improvised (Anna; Betty; Cathy; Dora; Grace). This is an important **change** to note within their context, as it brought upon new perspectives regarding the equipment that they may need (Townsend & Polatajko, 2013, pp. 103–105). Changing their thoughts in such a way that they are no longer exempted from quality ECD due to a limitation in funding (d. Barrier of funds), they are rather equipped with the change of mind that equipment can be altered, made or improvised.

In addition to directing ECD practitioners to be innovative in making the equipment they may need for activities or plainly following the CTP activities, the participants mentioned another way in which the CTP has changed their thoughts. Many participants explained that the CTP has stimulated new ideas and creativity that fuels them to extend or add activities over and above the daily CTP lesson.

“Jah, it helps me to get ideas that you have to teach the kids...” (Anna)

“Uh, when I work the CTP, neh. Let me say I’m doing this lesson today... so something appears on the mind, after doing that lesson, I can continue with something else, but similar... Jah it gives us more imaginations.” (Cathy)

“Yes, it has given me different ideas...” (Edith)

“It changed my thoughts in this way, neh: There are some activities I knew how to do them, but I didn’t know what to use... they [CTP] add something new...” (Grace)

“I’m someone who’s creative, neh, but it influence me to be creative more because it keeps me busy.” (Grace)

This helped my creativity. (Hester)

On the contrary, Edith felt that the CTP did not influence her creativity, rather allows her to add to the programme.

“No, it [CTP] didn’t influence creativity... I just add through it, on top of it.” (Edith)

Together with changing their ideas on the equipment, that can be improvised or rather made, inspiring the ECD practitioners to be creative and innovative can continually enable their occupation of work. This is especially true considering that the more than one foundation of occupational enablement is met. Through recognising their diversity, unique circumstances and need for equipment, **justice** is sought by answering this inequity in resources that ought to be available to them (Townsend & Polatajko, 2013, p. 108). Attending to this inequity that these participants mentioned hinders them to excel in ECD, and providing a sustainable outcome drives them to an increase of **visions of possibility** as they realise that they have improved in this regard (Townsend & Polatajko, 2013, pp. 102–103). In turn, this could encourage them to make more **choices**, take more **risks** and take on more **responsibility** as this is often a natural development derived from visions of possibility (Townsend & Polatajko, 2013, pp. 100–101). **Client participation** is encouraged as the ECD practitioners are enthused by the CTP to insert their own creativity, improvisation, ideas, etc. (Townsend & Polatajko, 2013, pp. 101–102). Furthermore, this client-centred collaboration proves of a **power-sharing** relationship between the CTP and the ECD practitioner (Townsend & Polatajko, 2013, p. 109).

ag. CTP is the equipment

Some participants went as far as to say the CTP is all the equipment that they need and all they need to do is implement the CTP.

“Eh, Crosstrainer gives me light and majority of the things that I’m doing... Because I couldn’t afford to buy material, the material is on the table. Mine is just to read and implement what I’ve been taught.” (Dora)

“Sho, the CTP, the books, it helped me a lot. Because I realised when we started this ECD – mo crèche – there were no books... so since we go to Crosstrainer, eish, it help us a lot.” (Frieda)

“Before, really I don’t have the books, neh, the books of the story. Yes, I don’t have even one. So since I get this programme, in those middle there are those stories, you see?” (Grace)

She said, before she started with the CTP she had to get a lot of things. But since she started with CTP, she’s got everything. Everything is just compact... Yes, she no longer needs many things and even to prepare for the lesson is easy. (Indirectly translated – Hester)

The equipment needed for everyday ECD activities is consequently simplified and compact (Hester); it is only necessary to implement the lessons of the CTP (Dora). The CTP also contains numerous stories, so the practitioners do not need to buy storybooks (Frieda; Grace).

However, some participants still felt that they would like some more pictures added to the CTP

“At least few pages must have the picture so that they can colour, draw, you see.” (Cathy)

“So I wish that each and every single story inside that book could have it’s own pictures.” (Edith)

This point will be discussed in more detail in the category 4.3.3.1. (N) Changes to the CTP; but it is noteworthy that the experience is not unanimous

Then again, Hester takes the initiative to add pictures to the CTP herself, which begs the question as to why the other participants do not introduce such practices themselves. Plausibly, the other two participants have not thought of the possibility, or they do not have the means to add pictures.

*And what she does is that the pictures that are not there, she cuts them and brings them along.
(Indirectly translated – Hester)*

Sometimes, even coming about resources to improvise and make their own equipment is difficult.

“...so sometimes I don’t have those resources that I can make... I read it and then I just leave it like that... I just go to another page.” (Edith)

The only difficulty is that sometimes she can’t get the things that she uses to add on what the CTP says she must do. (Indirectly translated – Hester)

In addition, a participant expressed that she still has a need for more equipment or toys.

“Nna, from my side, I wish we could have equipment here.” (Betty)

To conclude this code, the CTP therefore simplifies the equipment that is necessary for the daily activities at the ECD centres. It can be followed on a daily basis, as it is compact and easily available (Dora; Hester). This has definite potential to enable more ECD practitioners’ occupation in this way. However, ECD practitioners should be encouraged to take the initiative to add the equipment and/or pictures they feel are lacking. This will however depend on the availability of resources (Edith; Hester). It could be of value to consider not only adding more pictures in the CTP books, but also adding alternatives to the activities where the equipment necessary could be difficult to obtain. In short, what I understand from most of the participants is that the CTP is a compact curriculum containing enough activities without the need for new or store bought equipment, but rather guides them in making the equipment. This, in my opinion, seems to be a more sustainable way to enable their occupation as it teaches them how to make their own instead of being dependent on equipment that is out of their means. The CTP, according to the participants, therefore helps to relieve the issue of funding in this way.

4.3.2.3. (I) CTP guidance

Another characteristic of the CTP that the participants proclaimed assists them to become more successful as ECD practitioners is the guidance that the CTP offers. Guidance from the

CTP is discussed through the three codes namely (i) CTP directs lessons, (t) CTP assists time management, and (p) CTP lightens workload.

i. CTP directs lessons

According to the majority of participants, the CTP guides them as practitioners through directing their lessons on a daily basis.

"It's easy, because... even when I'm at home I already know what to do tomorrow with the kids. Yes, kore, my mind is already set-up for what I'm going to do, because every day when I knock off... I touch the book then I know tomorrow I'm going to this and that and that. So it's going to be easy for me to flow with the kids." (Betty)

"Yôh, it [CTP] helped me a lot 'cause I was teaching my children without any plan... But this Crosstrainer, hai, it's helping me a lot 'cause I have the lesson plans now... each and every day I know what I'm going to do." (Cathy)

"...almost each and every single thing that I'm doing is from the books of the Crosstrainer." (Dora)

"It leads me, gives me direction where to go." (Dora)

"It helps me a lot, because we've got our own programmes – daily programme – but through Crosstrainer it's more than that because we've got the books, we go through all the lessons..." (Edith)

"CTP has helped me a lot because it gives me books so that I can see which way to go." (Edith)

She says, before when she started the crèche... she didn't know where to start... she was not organised. Since she used the CTP, she knows what to do... (Indirectly translated – Frieda)

If she comes to class, she knows what to do and where to go. (Indirectly translated – Frieda)

"You know, it was difficult for me to do a lesson plan; really, I just want to be honest on that. Yes, but ah, the programme, it's just straightforward; I just follow it." (Grace)

"But now, the CTP helped me that in a month at least every week we have something to do, we cover four themes." (Grace)

"I helped me about how to plan, lesson plan." (Grace)

It helps me to plan how I am going to teach to the children. (Paraphrased – Hester)

As mentioned in *The Great Imbalance*, despite these participants' passion and love for children, they do not have the knowledge on teaching and developing children. Some participants admitted that, before the CTP, they used to continue without direction or planning (Cathy; Frieda). Now, the CTP directs their lessons daily and helps them to know what to do with the children attending their ECD centres (Betty; Cathy; Dora; Edith; Frieda; Hester). All they have to do is follow the CTP (Grace), integrate it into their daily programmes (Edith) and it will give them the necessary direction.

This necessary **change**, brought through the CTP, was easily detectable by these participants and brought relief to one of their major concerns being their uncertainty in developing and teaching children (Townsend & Polatajko, 2013, pp. 103–105). Through allowing the ECD practitioners to integrate the CTP in their daily programmes, their involvement in the process is promoted. Thus, **client participation** is endorsed in this regard (Townsend & Polatajko, 2013, pp. 101–102); encouraging ECD practitioners to manage their daily programmes, whilst helping them direct their lesson planning.

t. CTP assists time management

The CTP further guides them by assisting in their time management.

"It's better because the books itself, it just gave you time because you know that this, I have to do this for three or four months..." (Anna)

"Very easy. Easy." (Betty) her response to the effect of the CTP on her time management.

"Uh, right now I know how to manage my time, neh. Last time I was just doing so that the day can end." (Cathy)

"By the way, it helps me with the always daily routine, because I've already put the CTP on my daily work." (Dora)

"Okay, hai, it's really helped me to improve, because I realised I was just doing my things slowly, you see, because I was creating my own programme, lesson plan, actually. So I find out that on the term, when I compare the programme then before, I managed to cover many things..." (Grace)

She said the CTP has helped her to plan properly and think first before she can just start teaching children. (Indirectly translated – Hester)

Some participants mentioned that because the CTP is easy to follow and directs their daily lesson planning, their time management has improved and they manage to do more with the children than before (Cathy; Grace). It has further encouraged more intentional time in teaching and developing children (Cathy; Hester). They made the CTP a part of their daily programme (Anna; Dora).

However, the CTP did not affect the time of all the participants (Edith).

“No, it doesn’t affect my time.” (Edith)

This code tightly connects with the previous code (i. CTP directs lessons), which in conjunction with the last code (p. CTP lightens workload) proves of the guidance the CTP provides.

p. CTP lightens workload

Lastly, the CTP assists in easing their workload.

“They [CTP] saw the needs of the teachers who are running the day care centres or the crèches; that they must help them to help the kids.” (Anna)

“Ah, right now it’s different in many ways, ‘cause back then I was supposed to do lot of work by myself, neh... So right now I’m taking them [the CTP books] and they are doing what I’m telling them.” (Cathy)

“That makes my job very easy; I’m very light now... I can do my job best.” (Dora)

“Yes, because I do like, sometimes I’ll be busy in the kitchen, so I don’t have much time...” (Edith)

The books help me to do my work very easy... (Frieda)

“They helped me with the teaching aids like the curriculum; it made me easy to prepare the lesson for the kids, the books that I get.” (Grace)

“I like the programme because it makes my things to go smoothly.” (Grace)

She said CTP is saving her time... (Indirectly translated – Hester)

They have made our work very easy; this makes our work easy. (Hester)

These participants all exclaimed that since the CTP (often referred to as ‘curriculum’, ‘books’ or ‘they’), their workload has lightened and their jobs are somewhat easier (Dora; Frieda; Grace). This is likely due to the direction and guidance the CTP gives, as discussed in the previous codes. The relief that these participants conveyed during the interview points out that the guidance and direction received from the CTP, alleviates their workload as they have less planning and preparation that needs to be done (Cathy; Hester). They need only to follow the daily lesson. In this case, alleviating their workload in terms of creating a daily lesson from scratch could potentially allow them to spend more time in completing the activities and attending to other ECD centre related duties, like cooking and cleaning (Edith). Most of the centres where these participants work are also limited in human resources as they often only have few extra people to attend to cooking, cleaning and/or gardening which is outweighed by the number of classes and children (see Table VIII: General description of the ECD centres and Table IX: General setup at the ECD centres). Therefore, this factor points to an important point in enabling their occupation by embracing a holistic view of their occupation and unique setup. It allows for recognising the diversity and inequity they mentioned to seek **justice** (Townsend & Polatajko, 2013, p. 108).

4.3.2.4. (M) CTP is practical while enjoyable

The CTP encourages ECD practitioners to be practical and more involved in the daily lesson or activities, whilst simultaneously finding it enjoyable. Two codes emerged namely, (r) CTP is practical, and (aj) CTP is enjoyable.

r. CTP is practical

According to these participants, the CTP encourages them to be more practically orientated and furthers personal involvement on a more practical level.

“Like when we do things, we do it practically...” (Betty)

“It helps me a lot with activities, because if we read there, then we do the practical.” (Edith)

Frieda used an example of singing 'head, shoulders, knees and toes' and how the CTP helps to make it more practical by adding visual material. *Now with CTP, it helps even to make them see in a picture. (Frieda)*

"When I go through the curriculum [CTP], most of the activities that I have to do with the kids, it must be practical. Kore, it's not to give the kids theory, you have to do them practically... it shows me that when you teach the kids you must be practical." (Grace)

It would seem that these participants noticed that the CTP is directed at more practical lessons than theory driven lessons. According to these participants, the CTP encourages lessons to be more practical (Betty; Edith; Grace). It also assists in facilitating lessons to be more 'practical' by providing accompanying pictures (Frieda). This factor links with how the CTP promotes their full **client participation** in this process (Townsend & Polatajko, 2013, pp. 101–102). They are more actively involved in the lessons and the activities for the children, which they facilitate. The other participants did not make particular mention in this regard.

aj. CTP is enjoyable

The CTP is also enjoyable, according to Edith.

"...and it's enjoyable." (Edith)

Although only one participant mentioned directly that the CTP is enjoyable, my opinion is that it is an important factor to consider. This is especially true seeing that these ECD practitioners are primarily involved in ECD and ECD centres because of a love and passion for children (see **a. Love and passion**). Any programme assisting these ECD practitioners should consider their personal enjoyment as well.

4.3.2.5. (K) Is the CTP easy to understand?

As mentioned in the previous theme of The Great Imbalance, a few of the participants voiced that children often struggle to understand them (see **v. Low level understanding**). They recognised this as being one of the factors that makes their jobs more difficult. Therefore, this category asks the question of whether the CTP is easily understandable for both the children and the practitioners. This category is consequently discussed through an array of codes finally purposed to evolve into a conclusion on whether the CTP assists or hinders understandability. The codes identified to discuss this category includes (w) the question of

comprehension, (m) responsibility of understandability, (f) repeat CTP lessons, (u) necessary repetition, and (x) skip lessons.

w. The question of comprehension

Firstly, the question asked should be directed at whether the CTP facilitates children to understand their lessons better. These participants – including Betty and Hester, who specifically mentioned their concern regarding children who may have found it difficult to understand them in the previous theme (see v. Low level understanding) – state that the children attending their ECD centres easily comprehend the CTP lessons.

“Yes, yes” (Betty) was her response when I asked her if the CTP helps the children to understand.

“...it [CTP] gets easily into children.” (Cathy)

“...the children understand [the CTP]...” (Edith)

She says there’s a lot that CTP is helping her with; like teaching children about shapes, teaching children about how to take care of themselves. She said it has taught her that if a child does not understand, you can repeat what the child doesn’t understand. (Indirectly translated – Hester)

And then, she has realised that the children understand her better when she uses the [CTP] books. (Indirectly translated – Irene)

She says, as far as she’s concerned she doesn’t see anything in the CTP that makes her job difficult, because what is in the book, they are able to use; to do. (Indirectly translated – Irene)

The children certainly grasp the CTP lessons (Betty; Cathy; Edith; Irene). In fact, Irene mentioned that she feels that the children understand her better when she uses the ‘books’ (referring to the CTP books).

Secondly, for a programme to enable the occupation of these ECD practitioners truly, helping them to help the children understand is crucial. This leads to the necessity to establish whether the ECD practitioners feel they understand the CTP and if they are able to follow the lessons easily.

"Some other things I wouldn't understand what to do, but when I, maybe like when I read it maybe twice or a thirdly, I can understand." (Betty)

"Everything is simple with Crosstrainer..." (Cathy)

"...if you use that book, hey, she [her co-worker] understand easily, neh..." (Cathy)

"But there's nothing hard..." (Dora)

"...the programme, it's just straightforward, I just follow it." (Grace)

The way they are structured, it's easy to follow for me. (Irene)

Although comprehending the lessons can often be challenging to Betty, she mentions that she is usually able to grasp the directions after re-reading the lesson plan. For four other participants, the CTP is easy to follow and straightforward (Cathy; Dora; Irene; Grace). The other four participants made no particular mention on this subject. Additionally, a few participants ascribed the responsibility, of ensuring that children understand the lesson, to themselves.

m. Responsibility of understandability

These participants explained that they feel that the onus ultimately lies on them to ensure that the children understand the lesson.

"My responsibility is to make kids understand..." (Betty)

"Even if it's hard, there is many ways I can try for him to focus or to understand." (Betty)

"Go through the books, and check what I'll have to simplify or add more; or what I have to teach these kids." (Dora)

She says her responsibility is, her wish is, that at the end of the year she must have taught the child what the CTP was guiding her to do. (Indirectly translated – Frieda)

And you must also, even before you teach a child, think of ways in making them understand. (Hester)

Her responsibility according to her is *to transfer what is in the books to the children. She said that responsibility is correct; it's not something she cannot do. (Indirectly translated – Irene)*

Therefore, these ECD practitioners understand that it is their responsibility to help the children understand the lessons (Betty), to think of alternative ways to help the children understand (Dora; Hester), and ensure that the CTP lessons are transferred to the children (Frieda; Irene). This recognises the fact that these ECD practitioners are willing to make **choices**, **risks** and take **responsibility** (Townsend & Polatajko, 2013, pp. 100–101). Consequently, the CTP does not hinder this enablement foundation, but rather assists it.

f. Repeat CTP lessons

Subsequently, some ECD practitioners attempt to repeat lessons or activities to ensure that children understand and remember what was taught.

“Even though a child didn’t understand in a week, I can extend the days... Yes, I do repeat.” (Betty)

“...when they come from the school holidays, some of them already forgot what I was teaching them, so I try to combine them and teach them.” (Betty)

“...at the end of the day I go back for revision to make sure they do understand what I teach them.” (Dora)

They feel that in order to help the children understand better, repetition is necessary (Betty; Dora). Allowing these participants to manage their **responsibility** of helping the children understand includes allowing them to make their own **choices** on whether it is necessary to repeat some of the lessons (Townsend & Polatajko, 2013, pp. 100–101), though the CTP already directs the necessary repetition.

u. Necessary repetition

However, some participants said that they noticed that the CTP already implements the necessary repetition for learning.

“When you look at it, you think it’s lot of work, but it goes... back again to repeat that thing you have been doing.” (Anna)

"Now I don't need to repeat because everything is there." (Grace)

Hester actually noticed the repetition and decided to skip the repeated lessons in later terms. At that point, I assured her the importance of repetition and that is why the CTP ensured it for exactly that reason. Her reply to this:

She says she likes that explanation because she is aware that when she teaches shapes, for instance, at a later stage the children have forgotten (Indirectly translated – Hester)

The CTP repeats lessons (Anna; Hester), which means that it may not be necessary to repeat lessons after all (Grace).

x. Skip lessons

On the flip side of the coin on the matter of understandability, some participants explained that they have to skip some of the lessons.

"...some lessons, maybe I won't understand, wa bona... sometimes I, jah, I leave it. If I can ask the principal and she doesn't know, then I leave it... I go to the next page." (Betty)

After asking her whether she sometimes needs to leave parts of the programme out, she answered *"In the book? Yes, because others I don't have those activities... so sometimes I don't have those resources that I can make... I read it and then I just leave it like that. I go through it and when I don't have those resources... I go to another page and continue." (Edith)*

Betty skips the lessons that she finds difficult to understand and Edith skips the lessons that require equipment that she cannot afford.

However, Dora and Irene feel differently and prefer not to skip any lessons.

"If there is something that is challenging, mine is just to research. I just leave it behind and then go for research and add more or simplify the way of teaching, then it is then that I can go back within the quarter. Then I go back before going to other quarter; then I know that I already covered that one that was difficult. But there is nothing difficult; everything happens for a reason." (Dora)

When I asked her if she sometimes feels that it's necessary to leave some parts of the programme out, she replied *"No." (Irene)*

What Dora explained, draws back to where the responsibility of understandability lies. She readily clarified that she knows everything in the CTP is there for a reason and her responsibility is to implement the lessons by whichever means possible. As seen in the previous code, some participants explicitly stated they have seen that the CTP already repeats as necessary (Anna; Grace; Hester). Therefore, it is not necessarily essential to repeat any lessons in the CTP. However, ultimately it is clear that the ECD practitioners have the **choice, risk and responsibility** to manage the CTP to best suit their ECD centre and the children attending (Townsend & Polatajko, 2013, pp. 100–101). This once again proves of a **power-sharing** relationship between the CTP and the ECD practitioner (Townsend & Polatajko, 2013, p. 109).

To draw a conclusion on whether the CTP is understandable, all the above opinions are important. These opinions portray that the CTP is easy and straightforward to follow. Yet, some lessons may be more difficult for the ECD practitioner to understand but with some external help and relentless innovation, it seems that most lessons are comprehensible. It is due to both the comprehensibility of the CTP and the **responsibility** of the ECD practitioner that the children understand their daily lessons. It seems the cumulative effect of these factors ensures the children comprehend what they are taught, which speaks of a **power-sharing** relationship (Townsend & Polatajko, 2013, p. 109).

Therefore, the CTP (and any other programme for that matter) should be easily implemented to enable these ECD practitioners' work by enabling them to make **choices**, take **risks** and **responsibility** (Townsend & Polatajko, 2013, pp. 100–101). Such a programme should encourage them to implement the lessons.

4.3.2.6. (L) Implementing the CTP

After the ECD practitioner understands the lesson, the question is whether she is able to implement lesson.

I. Responsibility of implementation

When I asked the participants what they felt their responsibilities were regarding the CTP, most of them answered that the responsibility of *implementing* the CTP rested on them.

"I just have to implement what I've been taught; I mustn't just keep the books that side without using it." (Anna)

"My own responsibility is to do what the lesson plans are telling me to do." (Cathy)

My responsibility is to... participate fully on each and every single activity that I get from Crosstrainer. (Dora)

"I make sure that at least once a week I must go through that book and do something." (Edith)

"Okay, the responsibility is that I have to follow the curriculum as it is... I have to be faithful, not just to sit down... So it pushed my responsibility that I have to focus on my work." (Grace)

She said it's important to make it [the CTP] part of her because even when they [the books] are not there nearby, she'd be able to know how to go ahead with the children. (Indirectly translated – Hester)

These participants ascribed this responsibility of implementing the CTP to themselves (Anna; Cathy; Edith; Grace; Hester) and in doing so to the best of their abilities (Dora). The other three participants ascribed their responsibility to ensuring the children understand the lesson (see **m.** Responsibility of understandability), which by implication involves implementing the CTP (Betty; Frieda; Hester; Irene).

In addition to the participants acknowledging that the CTP is easy and straightforward to follow (code **w.** question of comprehension), they also have the responsibility to implement it. Hester took this even further by saying that it is important to make the CTP part of her. The CTP therefore allows and drives these ECD practitioners towards taking **responsibility** to implement the lessons (Townsend & Polatajko, 2013, pp. 100–101). In turn, they are inspired to expand the activities and add their own ideas, stirring **visions of possibilities** (Townsend & Polatajko, 2013, pp. 102–103).

ai. Personal addition

Some participants even furthered their responsibility towards implementing the CTP. They explained that they like adding elements or their own ideas to the CTP.

"It's just that I go the extra mile. I want these kids to understand what I want them to know from the Crosstrainer programme... I have to get something and do it practically so that they can understand me much better." (Dora)

Grace combines the donated box of educational resources from the NWU to the CTP. *“I found those toys; they appear in the books, neh, so they connect to help me.” (Grace)*

Hester likes to add extra pictures. *And what she does is that the pictures that are not there, she cuts them and brings them along. (Indirectly translated – Hester)*

They explained that they take the CTP a step further or ‘go the extra mile’ by adding practical examples or activities (Dora), combining the educational toys available to the CTP (Grace), and adding the pictures that are lacking (Hester). In my opinion, this is an important point because allowing the ECD practitioners to adapt the activities could better enable them to implement the CTP uniquely to their ECD centres and the need of their children. The enablement foundation of **choice, risk and responsibility** once again plays a role here by allowing the ECD practitioners to have full responsibility of implementing the CTP and by equipping them further to make their own choices and take risks in their ECD centre (Townsend & Polatajko, 2013, pp. 100–101).

4.3.2.7. To conclude the second theme

In conclusion, the CTP enables the occupation of work in numerous ways according to the experiences and opinions the participants shared in the interviews. The CTP addresses all of the occupational enablement foundations to a greater or lesser extent, which includes choice, risk and responsibility; client participation; visions of possibility; change; seeking justice; and power-sharing (Townsend & Polatajko, 2013, pp. 100–109). However, some missing or lacking factors ascribe to the following theme of Disabling Occupation.

4.3.3. Disabling occupation

As much as it is true that anybody or anything can enable occupation, the opposite is also true; all may potentially disable occupation (Townsend & Polatajko, 2013, p. 180). The term ‘disable’ is defined as limiting a person from moving, experiencing through their sense, and/or participating in activities. It can refer to putting someone out of action. Disable also refers to preventing, restricting or even discouraging a person from doing something (Oxford University Press, 2018, p. 1).

Therefore, factors hindering or restricting the enablement of occupation can certainly be ascribed to disabling occupation. By extension, hindering any of the occupational enablement foundations also credits towards disabling occupation. Table XIII presents these disabling factors.

TABLE XIII: DISABLING OCCUPATION

Theme	Category	Code
The CTP disabling occupation	N: Changes to the CTP	ao. translating the CTP ap. adding more pictures y. no changes needed
	O: CTP and context	h. English vs Setswana am. CTP too high
	P: Insufficient involvement	n. minimal monitoring ah. admin assistance
	Q: Seldom opportunities	z. seldom opportunities

From Table XIII, the four categories constructing this theme include (N) Changes to the CTP, (O) CTP and context, (P) Insufficient involvement, and (Q) Seldom opportunities. These categories were shaped by the comments and answers from the participants that explained in which ways the CTP ought to change, where the CTP may fail at enabling their occupation, and in which ways they still need assistance. Some statements were not necessarily aimed at explicitly pointing out the deficiencies of the occupational enablement through the CTP, but rather implicitly; therefore attributed to disabling their occupation.

4.3.3.1. (N) Changes to the CTP

I specifically decided to ask the participants whether they could suggest any changes to the CTP to encourage them to voice some factors that may be lacking or missing in the programme. This approach encompasses a different angle to identify whether there might be factors hindering them to excel as ECD practitioners. Only two changes were suggested by the participants namely, (ao) translating the CTP, and (ap) adding more pictures to the CTP. However, most of the participants felt that there are (y) no changes needed.

ao. Translating the CTP

Firstly, the suggestion of translating the CTP to Setswana will be discussed in more detail in the following category (4.3.3.2. (O) CTP and context), as it comments on the CTP and the context of the people. However, I felt it necessary to add it to the suggested changes to direct the reader towards another factor disabling their occupation.

“No, now I just think that if the books can be... some of it must also Setswana. I think it’s easier.”
(Anna)

Therefore, the CTP can better enable their occupation if it is translated to the language of education at the ECD centres (Anna). This will be discussed further in the next category

regarding the CTP in their context, which emphasises the discussion on the language factor (4.3.3.2. (O) CTP and context).

ap. Adding more pictures

Further, three participants felt that by adding more pictures to the CTP, children would understand better.

“No, I don’t think you can change it, unless they are drafting more pictures than the words. Like, so that we can get the pictures, then it’s easy on children to make it a copy... Not more, more, more, more, neh. At least few pages must have the picture so that they can colour, draw, you see.” (Cathy)

“In most cases, almost every day I’m teaching the themes. Sometimes it becomes more difficult when I don’t have material. Then, at least, if I can have some picture or get something, it can make it very simple.” (Dora)

“Because if you read the story, neh, from the book, they just want to see something. So I wish that each and every single story inside that book could have it’s own pictures.” (Edith)

One suggestion was to add more pictures or activity sheets that the practitioner could copy (Cathy). Another suggestion was to add more pictures to the reading material or stories (Dora; Edith). These comments suggest an inadequate number of activities and pictures in the CTP, according to these participants, which in turn is a missing enabling factor. Therefore, it is ascribed to disabling their occupation.

However, as mentioned earlier, some participants take the initiative to add pictures to the CTP themselves.

“In that book... there’s numbers and everything, but the numbers that is there is smaller. So now I tried to enlarge them so that they can be able to trace on it.” (Betty)

And what she does is that the pictures that are not there, she cuts them and brings them along. (Indirectly translated – Hester)

They’re able to do some copies of pages from the books and give to the children so that they can do work, to colour, or to play. (Indirectly translated – Irene)

This points out that, once again, the ECD practitioners could take the initiative to add their own pictures (Hester), and for that matter extra activity sheets (Betty; Irene). An alternative to providing the extra pictures and activities, the CTP could encourage the ECD practitioners to participate in the process by adding their own. This will incorporate **client participation** (Townsend & Polatajko, 2013, pp. 101–102) through taking **responsibilities** (Townsend & Polatajko, 2013, pp. 100–101) in their teaching material. These views are in contrast with the majority of participants.

y. No changes needed

The majority of the participants did not have a particular need for changes to the CTP.

<i>"No, I don't think it should change." (Betty)</i>
<i>"No, there's nothing that needs change." (Dora)</i>
<i>As far as she's concerned, for the period she has used it she doesn't see anywhere where it can be changed. (Indirectly translated – Frieda)</i>
<i>"No, according to my observation, I don't think should change." (Grace)</i>
<i>"Nothing" (Irene)</i> <i>According to her, she feels there's nothing that needs to be changed in the programme. (Indirectly translated – Irene)</i>

Although most of the participants felt there is no need for any changes to be made to the CTP (Betty; Dora; Frieda; Grace; Irene), the suggestions from the other participants are deemed important.

4.3.3.2. (O) CTP and context

There were two points that beg the question, is the CTP entirely appropriate to the context of the ECD centres? These two points, (h) English vs Setswana, and (am) CTP too high, are subsequently discussed.

h. English vs Setswana

One participant particularly mentioned that the language of the CTP is a challenging aspect, as they have to translate the lessons and stories to Setswana (Anna). Although only one participant deemed this point as an actual barrier; the point is worthy of consideration.

“to us, we have to translate to Setswana... Because the books are English. And then where our crèche is like government crèches – they expect you to teach Setswana, ha kire. So that’s the problem, so we try to take, to do the practical with Setswana.” (Anna)

“No, now I just think that if the books can be... some of it must also Setswana. I think it’s easier.” (Anna)

“...because if you keep teaching them English, to them at the end of the day is hard at school.” (Anna)

As Anna pointed out, the main teaching language at her centre is Setswana. Such is the case for all but one of the participating ECD centres (see Table IX: General setup at the ECD centres in the first section of this chapter). Therefore, the CTP does not recognise their diversity regarding language and the inequity of not having a programme in their language of teaching and learning. Consequently, the absence thereof comments on the occupational enablement foundation of seeking **justice** (Townsend & Polatajko, 2013, p. 108). The lack thereof may hinder the occupational enablement through CTP, though many participants may feel it is manageable.

“No, I don’t have a problem. If I’ve got a problem I’m going to dictionary [laughs].” (Cathy)

“Yes, even if it is written in English, I can translate it to the children in Setswana.” (Cathy)

“Language? No... because we read about the story... I translate it in Setswana for them and they understand.” (Edith)

“But the whole programme is fine. Even the English is simple... Yes, it’s simple English, it’s straightforward.” (Grace)

The language is fine, if at all there’s a word she doesn’t understand, she refers to the dictionary. (Indirectly translated – Irene)

The above comments from the participants reflect that they can manage the daily translations (Cathy; Edith; Grace; Irene), and once again proves their relentless will to do what is best for the children attending their centres. If any word or phrase is difficult, they simply refer to the dictionary (Cathy; Irene).

am. CTP too high

Three participants stated that the CTP might be too high in standard for the children attending their ECD centres.

She says there is a part where she was feeling, for the children that were in front of her, that it was too... uh, it was suitable for grade R children. (Indirectly translated – Frieda)

“Because I realised that this programme, the curriculum, it include every – kore, it reach every kind of centre. Ha kire, you know there is the rural ones and the urban ones... It’s just that here, right at my place, here it is a high standard.” (Grace)

The stories that are there are very long for their age, the age of the children. (Hester)

Some of the lessons were judged too difficult for the children attending their ECD centres (Frieda; Grace). Hester felt that the stories in the CTP are too long for the young children attending her ECD centre as all the children have story time together. Although some basic grading or adaptation could solve this problem, in their experience it attributes to disabling their occupation, as it does not equip them necessarily to do so. Empowering the ECD practitioners with basic principles on grading (or adapting the level of difficulty of) activities or lessons deemed too difficult for the children, could inspire better **client participation** and further **choice, risk and responsibility** in this regard (Townsend & Polatajko, 2013, pp. 100–102). Once again, this also suggests the insufficient recognition of diversity in their context, restricting the occupational enablement foundation of seeking **justice** (Townsend & Polatajko, 2013, p. 108). This concludes the rationale for accrediting this aspect towards disabling their occupation.

4.3.3.3. (P) Insufficient involvement

Another factor recognised as disabling their occupation is the insufficient involvement. Most of the participants expressed their need or desire for additional involvement in different ways. This category will be discussed through three codes namely, (n) minimal monitoring, (ah) admin assistance, and (z) seldom opportunities.

n. Minimal monitoring

Three participants mentioned that they felt they needed to be monitored on a regular basis (Anna; Dora; Grace).

“I think the programme is doing fine, but I think they have to just keep on checking. Wa bona, maybe I’m old fashioned, or just to be somebody who will be from the books to come and see where you are just – you must always be on toes, doing the work.” (Anna)

“...Yes, even if you can just phone.” (Anna)

“Definitely there is nothing I can do without being assisted, being monitored by someone.” (Dora)

“...it doesn’t mean I’m stucked if you don’t come. It’s just; I get strength when someone comes...even if you can just call.” (Dora)

“You know, when you are monitored from time to time, you do your things faithfully.” (Grace)

The premise that regular monitoring is what would encourage faithfulness in their work (Anna; Grace). Without monitoring, it may be that they feel unable to continue (Dora). It may be important to consider introducing a system of following up with the ECD practitioners more regularly. For them, even a periodic phone call would suffice (Anna; Dora). This would allow them to feel more enabled in their occupation. Therefore, the lack of this system could be added to disabling their occupation as it demotes their full **participation**, which reduces **visions of possibility** as they lessen in making **choices, taking risks and responsibilities** (Townsend & Polatajko, 2013, pp. 100–103).

ah. Admin assistance

One participant voiced that she would like to have a register (referring to an attendance register).

“Ooh, I wish you can make more registers... Right now, I don’t have a register.” (Cathy)

Administrative assistance could enable the occupation of these ECD practitioners. However, a more sustainable way would be to teach them how to create a register themselves. This would once again empower them to take the **responsibility** themselves.

z. Seldom opportunities

A few participants specifically asked to have more CTP training opportunities for other ECD practitioners in their communities.

"I just think this CTP can make like more time for us; they can workshop us again... all teachers must go there..." (Betty)

"Then, I wish you [CTP] could have other training so that I can take other practitioner to the training..." (Cathy)

Now she is saying that there are teachers here who did not attend the training. (Indirectly translated – Frieda)

This shows that some have a desire for more ECD practitioners to be trained in the CTP (Betty; Cathy; Frieda).

Irene, however, expressed that she wishes to go for extended training in the CTP.

I wish they could take us again for a week or two of training. (Irene)

These participants feel that there is a need for more CTP training opportunities (Betty; Cathy; Frieda; Irene). This is further commentary on the insufficient involvement that the participants may ascribe to disabling their occupation. Seeking **justice** in this situation would include acknowledging that their community has a need for more opportunities as this inequity involves more than just themselves, as this is how they belong in their communities (Townsend & Polatajko, 2013, p. 108).

The deduction from this category, (P) Insufficient Involvement, is clear as these participants expressed a yearning for greater involvement from the CTP through sufficient monitoring, some administrative assistance and more training opportunities. As mentioned before, the inequity of opportunities and the minimal involvement from the CTP need to be recognised when answering on whether **justice** is sought (Townsend & Polatajko, 2013, p. 108). Because they feel that these are deficient, the lack of this enabling foundation of seeking justice is what attributes to disabling their occupation. In my opinion though, more sustainable solutions ought to be investigated in order to transform these participants into more independent ECD practitioners.

4.3.3.4. To conclude the third theme

In order for a programme to place the necessary emphasis on **power-sharing**, it needs to equip the ECD practitioner with the opportunities and resources to make choices about their occupation (Townsend & Polatajko, 2013, p. 109). In summary, according to the experiences of these participants, the CTP could include more pictures; be translated into the main teaching language; equip the ECD practitioners to adapt lessons and provide more opportunities for monitoring and training. In this regard, it can be concluded that the CTP has disabled their occupation in the above-mentioned request for support.

4.4. Reflections on salient issues

In this section, I would like to reflect on relevant issues that surfaced in this study in addition to the findings presented and discussed. These noticeable topics originated from both methods of inquiry discussed in Chapter Three, which include the questionnaire and the coding of the interviews. These may also include topics that emerged from the data analysis but did not relate directly to the research question or the supporting objectives of this study.

4.4.1. The CTP relates to Christianity

It seems that, for some participants, the CTP relates to their Christian values and beliefs. **This by no means implies that the CTP is a Christian-based programme, as it is aimed at reaching all children regardless of their beliefs or religions.** Rather, the CTP relates subjectively to their Christianity. It is therefore valuable to discuss these mentions towards Christianity, giving the necessary note to their comments and personal beliefs whilst aligning with Biblical scripture as authentication. I will make use of The Amplified Bible, which attempted to go beyond translating word-for-word, but rather translating to stay true to the full Hebrew and Greek meaning of each phrase and word (The Lockman Foundation, 1987). These references will each be discussed.

“Yes it help me, especially that part on Christianity. Because sometimes I have something here in the boekoe that is talking about the body parts of the child. Maybe the tongue; about the tongue it helped me to teach the children that you must know how to use your tongue. You must talk good things about your tongue, not bad thing about your tongue. And then again about your hand, you must know how to do things with your hand. And you must how not to bad things with your hand. Do good things. Not to take another child, maybe steal. So about the tongue, not to talk bad thing; maybe you curse other kids.” (Frieda)

Frieda linked the lesson on body parts and using them for good to Christian beliefs. This is substantiated through Biblical scriptures, as both guarding one's tongue and what one does can be found in scripture.

The book of James vividly compares the tongue to wild fire, spreading contamination and depravation, cursing, and therefore used wrongfully. Solomon explains in the book of Proverbs that there is a lot of power in the tongue, that it can proclaim life or death, and that there are consequences for both. The apostle Peter also exhorted guarding one's tongue from evil and deceit, if a person wants to find joy in life. David prays to the Lord to help his words be pleasing to Him. This is important, as scripture explains; it is difficult to tame the tongue and therefore one should ask God to help one to think before speaking. Many more verses in the Bible advocates toward using words wisely and with good intention.

Similarly, Biblical scripture refers to dedicating the hand to doing good rather than bad. Job explained that those with 'clean hands' (referring to hands that have not done wrong) will become stronger. David concurs this statement and furthers it by stating that having clean hands and a pure heart will be blessed by the Lord. The apostle Paul advises that Christians should not steal, but rather dedicate their hands to doing meaningful work and share with people in need.

*"So we teach them to pray and they can pray in English, but they must know a prayer in Setswana."
(Anna)*

In the book of Ephesians, the apostle Paul urges those who follow Christ to pray regularly in the Spirit, with all manner of prayer and appeal, staying alert, and interceding (meaning to pray) for other Christians as well.

"Yes, because we read about the story of Jonah." (Edith)

The story of Jonah is a short story mentioned in the Bible where God urges Jonah to go to the people of Nineveh, a wicked nation, and warn them against their evil ways and idol worship. Jonah was scared to do so and decided rather to flee via ship. A great storm arose and the ship threatened to sink. Jonah knew that it was because of his disobedience that the storm arose, so he jumped off the ship and dove into the vast ocean. A great fish swallowed him and Jonah stayed in the belly of the fish for three days and three nights. Thereafter Jonah remembered the Lord and recognised the vow he made to Him. Consequently, the great fish

spat Jonah out onto the beach of Nineveh to proclaim the words of God. The people of Nineveh, to Jonah's surprise, were grateful to his warning, as they were not aware of their wickedness and idolatry. They turned to the Lord and repented of their ways.

These are brief references to how the Christian Bible relates to the CTP according to the ECD practitioners. Therefore, although the CTP is not bound to any religion, these ECD practitioners found that some aspects relate to their religion. No specific references were made to any other religion or belief.

4.4.2. Children with special needs in the community

Children with disabilities or special needs are often faced with intensified inequity in communities where parents have little or no knowledge on how to manage their children with disabilities. They turn to the ECD practitioners for help and education.

"So they brought a child [with special needs], neh, and they explained to me 'hay, we don't know whether you'll manage to take care of this kid'. For instance, you know, he was climbing up the stand of TV; he was doing confusion at home." (Grace)

This is an important issue to note, as it suggests that more ECD practitioners can be faced with being the only source of help to children with special needs and their parents. Early Childhood Development programmes ought to consider this fact and empower ECD practitioners to be more capable of aiding people facing this challenge in communities where professional help is absent, limited, or unreachable. This concurs with the issues mentioned in the Education White Paper 5, that children with special needs or disabilities have limited access to ECD services (Department of Education, 2001, p. 13). Unfortunately, though this issue has been acknowledged for over seventeen years, it is still prevalent in the rural communities. According to the Children's Act, children with disabilities and their special needs ought to be recognised, and that the necessary information, knowledge, and skills should be provided to the parents or caregivers of these children (Berry et al., 2011, pp. 19, 61).

4.4.3. Poverty in these communities

During the presentation and discussion of the codes, categories, and themes derived from the data analysis, I referred to this issue frequently. However, I felt it necessary to discuss it as a salient issue in order to emphasise the poverty and hardship these people in these rural communities face.

4.4.3.1. Running water: a right or a privilege?

Firstly, Table VIII: General description of the ECD centres shows that two out of the eight ECD centres do not have running water and have to fetch water from a communal water source. This agrees with other literature describing the situation of education in rural areas. The lack of access to potable, running water is a major cause for illnesses such as diarrhoea in children (Berry et al., 2013, pp. 18, 46; Gardiner, 2008, p. 13).

Yet, Section 27(1)(b) of the Bill of Rights, the Constitution of South Africa states that sufficient water is afforded as a right (Berry et al., 2013, p. 84). Any water source that is a distance from the dwelling or of poor quality is deemed insufficient (Berry et al., 2013, p. 111). The Children's Act describes the norms and regulations for ECD centres; it states that ECD centres that do not have running water, should have 25 litres of drinkable water delivered daily (Berry et al., 2011, p. 15). However, according to the participants, this is not the case in their communities.

4.4.3.2. The parents are poor

Two participants mentioned that the parents that bring their children to the ECD centres do not necessarily have the means to afford the monthly payments of the ECD centres.

"You know Addie, our village it can be poor. You [ECD practitioners] are looking after the kids who are poor. Even the parents, most of their parents – single mothers, young teenagers, some of them are orphans." (Anna)

"Because I'm working with the parents in the rural areas... the payments starve." (Grace)

Parental poverty compromises their capacities to fulfil the rights of their children and supporting optimal development opportunities for them (Mathews, Jamieson, Lake, & Smith, 2014, pp. 32, 33). Although the goal is to subsidise ECD centres situated in rural areas especially, the subsidy is insufficient for all the costs pertaining ECD centres. Therefore, the unrealistic assumption is that the monthly payments of the parents will cover the difference, as these children come from poor families (Berry et al., 2013, p. 42; Department of Education, 2001, p. 15). This may negatively affect the finances for the ECD centres and in turn threaten to close the centres down, jeopardising the work the government and so too that which many other organisations have done. Future research on the crucial services and support parents need was indicated as a priority on a global scale, specifically towards people living in rural areas (Dua et al., 2016, p. e888).

4.4.4. The CTP and other aids

In two cases, participants thought that the donations of educational toys were made by Crossroads Educational Foundation through the CTP. To ensure the trustworthiness and credibility of this research, it is discussed as a salient issue in the research.

“And then again, they brought me the toys, some toys for educational toys.” (Grace)

This was fortunately mentioned directly after the icebreaker questions, which enabled me to explain the contrary to her before the rest of the interview commenced. Therefore, it did not affect her answers throughout the interview.

“But thanks for the box that you gave us, at least there are something they can play with, but I need more.” (Edith)

This was mentioned at the very end of the interview. Therefore, I had to assess whether her interview would be appropriate to include in the study. However, it was noted that she mostly referred to the CTP by using terms as ‘lessons’, ‘books’, or ‘activities’ but referred to the donation as the box of toys that the children can play with. With extra caution, her interview was still included in the study, provided the quotes were accompanied by the three words linked with the CTP.

4.5. Conclusion

This concludes Chapter 4, aimed at presenting and discussing the findings from the research. I firstly described the participants and the general ECD setup in order to give the necessary information to understand their context, as enabling occupation and occupation itself are closely linked to a person’s context (Christiansen et al., 2005, p. 5; Townsend & Polatajko, 2013, p. 27). Thereafter three themes were discussed as derived from the data analysis through the cyclical process of coding, co-coding, and re-coding, which were accompanied by the necessary analytical thinking and critical reviewing (Saldaña, 2016, p. 68). These three themes were 4.3.1. The Great Imbalance, 4.3.2. Enabling occupation, and 4.3.3. Disabling occupation.

The above-mentioned themes are aimed at responding to the supporting research objectives of this study. The alignment of the findings with the objectives is displayed in Table XIV.

TABLE XIV: ALIGNMENT OF THE RESEARCH OBJECTIVES WITH THE FINDINGS OF THIS STUDY

Alignment of the research objectives with the findings of this study	
Objective	Findings
a To describe the experiences of the ECD practitioners regarding the occupational enablement through the Crosstrainer Programme.	<p>All three themes are aimed at responding to this first objective:</p> <p>Firstly, 4.3.1. The Great Imbalance provides the crucial background in order to make sense of the experiences of the ECD practitioners regarding occupational enablement. It creates the necessary foundation upon which the following two themes are built, namely:</p> <p>4.3.2. Enabling occupation, with specific mention to 4.3.2.1. (G) CTP fills the gaps, 4.3.2.2. (H) CTP in the issue of funding, 4.3.2.3. (I) CTP guidance, and 4.3.2.4. (M) CTP is practical while enjoyable.</p> <p>4.3.3. Disabling occupation, regarding all three categories.</p>
b To describe the barriers of the Crosstrainer Programme in enabling occupation as experienced by the ECD practitioners.	<p>The theme of 4.3.3. Disabling occupation answers this objective, which was discussed through the following categories:</p> <p>4.3.3.1. (N) Changes to the CTP 4.3.3.2. (O) CTP and context 4.3.3.3. (P) Insufficient involvement</p>
c To describe the facilitating factors of the Crosstrainer Programme in enabling occupation as experienced by the ECD practitioners.	<p>The theme of 4.3.2. Enabling occupation answers this objective, which was discussed through the underlying categories:</p> <p>4.3.2.1. (G) CTP fills the gaps 4.3.2.2. (H) CTP in the issue of funding 4.3.2.3. (I) CTP guidance 4.3.2.4. (M) CTP is practical while enjoyable 4.3.2.5. (K) Is the CTP easy to understand? 4.3.2.6. (L) Implementing the CTP</p>

d	To describe how the participants experienced their personal growth as ECD practitioners.	<p>An individual category answers this objective, which includes:</p> <p>4.3.2.1. (G) CTP fills the gaps</p> <p>This category answers the objective in conjunction with the first theme describing the inequities the participants experience:</p> <p>4.3.1. The Great Imbalance</p>
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These alignments with the research objectives as seen in Table XIV will be discussed in further detail in the following chapter.

Finally, towards the end of this chapter, I reflected on salient issues that arose from the study through the questionnaires and the interviews. These issues included 4.4.1. The CTP relates to Christianity, 4.4.2. Children with special needs in the community, 4.4.3. Poverty in these communities (divided into two related issues, namely 4.4.3.1. Running water: a right or a privilege?, and 4.4.3.2. The parents are poor), and 4.4.4. The CTP and other aids. The salient issues were mentioned as they linked with other literature and research, and added to my credibility as a researcher. Each issue was briefly discussed in reference to the relevant resources.

Following this chapter is the concluding chapter aimed at discussing the conclusions reached by these findings, answering the research question and objectives, perusing the limitations of this study, and offering recommendations for future studies. The following chapter will further triangulate the conclusions with findings from other studies, literature, and other programmes.

Chapter Five

Conclusions and Recommendations

5.1. Introduction

In the previous chapter, the findings of the questionnaire and the interviews were presented and discussed. The information derived from the questionnaire was specifically used to present and describe the participants, their ECD centres, and their general setup and context, as it is crucial towards grasping their personal connotations between their occupation and its enablement. Thereafter the findings generated from the interviews through the cyclical process of coding, firstly by descriptive coding alongside co-coding and secondly by pattern coding alongside critical thinking. These were followed by a discussion on the salient issues that arose from the study.

This chapter focusses on drawing conclusions on the findings discussed in the previous chapter, whilst aligning the conclusions with other relevant literature and ECD programmes. Consequently, frequent referral to the preceding chapter will be evident in this chapter in order to uphold the logical flow of the discussion towards the conclusion. It further aims to answer the research question and the supporting research objectives. The implications, recommendations, and limitations of the study will also be discussed followed by commentary on the value of the study. In conclusion, the final reflections and closure will be drawn, completing the chapter. Reference will be made to various resources included in the preceding chapters accompanied by additional literature relating to the conclusions drawn from the findings. Ultimately, an effort will be made to draw the lines necessary to conclude the study, simplifying the complicated, and condensing the information towards closure.

5.2. Conclusions – answering the research questions

Drawing the conclusions to this study will be closely in relation to the initial research question through the subsidiary objectives.

The overarching research question that needed to be answered was:

What are the experiences of the ECD practitioners regarding the occupational enablement through the Crosstrainer Programme (CTP)?

The research question will be discussed through answering the four research objectives namely:

- a. To describe the experiences of the ECD practitioners regarding the occupational enablement through the Crosstrainer Programme.
- b. To describe the barriers of the Crosstrainer Programme in enabling occupation as experienced by the ECD practitioners.
- c. To describe the facilitating factors of the Crosstrainer Programme in enabling occupation as experienced by the ECD practitioners.
- d. To describe how the participants experienced their personal growth as ECD practitioners.

5.2.1. Conclusions to objective (a): To describe the experiences of the ECD practitioners regarding the occupational enablement through the Crosstrainer Programme

As this objective is directly drawn on the main research question, it may not derive such obvious or direct conclusions from the findings as the other three statements describing the barriers and facilitating factors of the CTP, and their personal growth. Therefore, the literature on *occupational enablement* and *occupation* underlying this objective will be used to draw its conclusions (Janse van Rensburg, 2012, p. 173). This will also create a foundation upon which the conclusions on the last three objectives can build. Firstly, the enablement foundations namely, choice, risk and responsibility; client participation; visions of possibility; change; justice; and power-sharing, will be used to align the findings with the conclusions to this objective (Townsend & Polatajko, 2013, pp. 100–109).

5.2.1.1. Conclusions on the occupational enablement the ECD practitioners experienced through the Crosstrainer Programme

In this section, the six occupational enablement foundations will be used to describe the occupational enablement the ECD practitioners experienced through the Crosstrainer Programme. Moreover, these occupational enablement foundations will be accompanied frequently by the contextual background derived from the first theme, the great imbalance, to substantiate their occupational enablement through their experiences. This will provide the necessary context on which the aspects of their occupational enablement are formed, assimilated from the second and third themes, enabling occupation and disabling occupation, respectively.

a. Choice, risk and responsibility

Firstly, their **choice** to become ECD practitioners portrays important contextual background. It was clear that these ECD practitioners chose this occupation because of a love and passion they have for children (a. Love and passion). Furthermore, seeing a need for the role in their communities played a big role in their choice (ab. The need for the role). Some participants did not initially choose to become an ECD practitioner because of these two reasons, but explained a prominent change of heart towards children and continue practicing as ECD practitioners due to the love and passion for children, and the need they see in their communities.

This finding of ECD practitioners having a love and passion, responding to the need they see in their communities, correlates with another ongoing study jointly run by Prof Phatudi (University of Pretoria) and Prof Harris (James Madison University) (UNICEF, 2014, pp. 51–53). By using photo-voice, they investigated what quality means to the pre-school teacher/ECD practitioners. One of the major findings was that the practitioners intuitively connected motherhood to being ECD practitioners and that quality ECD cannot be found without this factor. Phatudi mentioned at the ECD Knowledge Building Seminar 2014 that it was not surprising to her that the practitioners brought the aspect of motherhood into practice, as *caring* ought to be the cornerstone of ECD (UNICEF, 2014, pp. 51–53). Although the participants did not make specific mention to motherhood, their love and passion for children and the need they witness in their communities are strongly related to their choice to become ECD practitioners, therefore *caring* becomes an automatic response. This could indirectly speak of their intuition as mothers. Correlating with a different study, passion was described as a central quality necessary in working with children (Vorster et al., 2016, p. 5). Another study describing the experiences of ECD practitioners in impoverished and marginalised predominantly white communities also found that loving and caring for children was a priority for the ECD practitioners. The practitioners felt that all children needed was love, as they did not necessarily receive it at home (Knafo, 2015, p. 199). Therefore, having a love and passion for children is quite the universal motivation for being ECD practitioners in South Africa.

In another way, through modifying their thinking on the equipment that is necessary to facilitate activities and lessons, the CTP allows the ECD practitioners to be more involved in making choices regarding the activities (j. CTP modifies thinking on equipment). Consequently, this allows for adaptation, improvisation, and addition (ai. Personal addition) within in the programme, resulting in increased creativity towards more contextually specific activities or lessons. The ECD practitioners expressed that they have the choice to f. Repeat CTP lessons in order to ensure the children understand and can recollect what have been taught.

Ultimately, the CTP allows and equips the ECD practitioners to make their own choices to suit their ECD setup and context best. However, they mentioned that at times the CTP seemed too difficult or higher grade for their children (am. CTP too high). Empowering them with basic principles on grading activities could further empower them to make choices regarding the programme in light of their setup, as often the case is that children from different age groups are placed in one or two classrooms, due to limited space. This concurs with the setup described by another study held in Ikageng, Potchefstroom (Labuschagne, 2015, p. 97).

In response to the need for the role (b. The need for the role) these ECD practitioners see in their communities, and their love and passion for children, they **risk** the task of running an ECD centre to meet those needs. The risks include financial risk and failure, according to them, but that they cannot see themselves responding differently. Therefore, by boosting their confidence (k. Confidence booster), the CTP encourages ECD practitioners to take these risks in their ECD centre and transcend them. They explained that the CTP encouraged them to do things previously unthinkable. This inspires them towards adding (ai. Personal addition) to the CTP, where they take risks through adding their own activities or elements to the CTP. Environmental influences can delegate occupation, but not dictate the choices made by individuals. The environment delegates choices pertaining occupation by either offering or lacking in offering valued outcomes that are expected (Christiansen et al., 2005, pp. 94–98). This correlates with what the participants said was part of their choice in becoming ECD practitioners: that there is a need in the community. Therefore, this lacking in the necessary ECD services motivated and even dictated their choice of occupation, justifying taking the risk.

It was also due to their love and passion for the children (a. Love and passion), and the need for the role in their communities (b. The need for the role) that these ECD practitioners took on the **responsibility** of opening or applying to work at ECD centres. The ECD practitioners ascribed the responsibility of ensuring that the children understand the content of the CTP lessons to themselves. They often act on this responsibility by f. Repeat CTP lessons. However, some explained that there is no need to repeat the lessons, as the CTP implements the u. Necessary repetition. Still, the CTP enables the ECD practitioner to take the m. Responsibility of understandability. Automatically, the responsibility of implementing the CTP also lies with the ECD practitioner (l. Responsibility of implementation). The CTP plays a role in allowing them to take the full responsibility of implementing the CTP even further by equipping them to add their ideas, creativity, and activities to the programme (ai. Personal addition). Indeed, an ECD practitioner can be seen as the most significant resource in the ECD centre (Sacks, 2014, p. 76). Therefore, enabling a practitioner to adapt, improvise, and take responsibility are vital in the enablement of their occupation.

The enablement foundation of choice, risk, and responsibility is both a right and an ethical commitment crucial to enabling their occupation (Townsend & Polatajko, 2013, pp. 100–101). To conclude, the CTP encourages the ECD practitioners to make their own choices, take new risks or transcend existing risks, and to take responsibility in their ECD centre and the lessons. It may be encouraged directly or indirectly due to other enablement factors, as it is clear that the occupational enablement foundations reacts to and causes others (Townsend & Polatajko, 2013, pp. 100–109).

b. Client participation

This crucial enablement foundation promotes the involvement of the client in the process (Pierce, 2014, pp. 504–505; Townsend & Polatajko, 2013, pp. 101–102). Through allowing the ECD practitioners to incorporate the CTP into their own daily programmes and by further assisting their time management (t. CTP assists time management), **client participation** is endorsed. Their involvement is consistently promoted. In addition, the CTP providing the ECD practitioners with the direction in lesson planning (i. CTP directs lessons), which they mentioned is a necessary attribution; they participate fully in the process by combining their own ideas to the lessons and activities (ai. Personal addition). It was further noticed that the CTP drives them to become more practically involved during the lessons (r. CTP is practical). Client participation also emerged in the category of j. CTP modifies thinking on equipment, as this allowed them to an increased participation in choosing the equipment and facilitating the activities. Through the CTP, they are motivated to improvise and use alternative equipment, equipment that is more readily available in their direct environment. In summary, the CTP promotes client participation through the nature of the programme being assistive, adaptive, and practical; involving the ECD practitioners to the extent they are willing to go.

c. Visions of possibility

Seeing a need for the role in their communities as part of their choice of becoming ECD practitioners (b. The need for the role), with the realisation that their involvement can promote improvement in this regard, is the first steering towards igniting **visions of possibility**. Inspiring further visions of possibility is an important enablement foundation towards their own initiative. One of the fundamental limitations the ECD practitioners expressed was their inadequate foundation (4.3.1.2. (B) Inadequate foundation) and by extension, their perceived lack of knowledge (g. Lack of knowledge) and that they felt unqualified (c. Unqualified) to be ECD practitioners before the CTP. This expression of inadequate foundation associates with the challenges ITEC has found in practice (DGMT, 2013, p. 1). ITEC is an NPO in the Eastern Cape aimed at providing opportunities for early learning and development. They found that, despite the many years of experience and the love and passion they have for children, many

ECD practitioners are underqualified. They stated that they too have found the need for early learning programmes aimed at training these underqualified practitioners (DGMT, 2013, p. 1). However, participants from another study expressed that despite the qualifications, love and passion is what makes one a good ECD practitioner. As one of their participants voiced, “You can have papers and a lot of degrees and diplomas, but if you don’t have the right stuff, you cannot manage to work with children and that would make you a bad teacher” (Vorster et al., 2016, p. 5). ECD practitioners whom participated in other studies also explicitly mentioned their perceived lack of ECD knowledge (Fourie, 2013, p. 62; Van der Vyver, 2012, p. 139).

In light of this, the CTP stirred visions of possibility through availing knowledge (o. CTP avails knowledge), boosting their confidence (k. Confidence booster), fuelling their growth as practitioners (aa. CTP fuels growth), and modifying their thinking on the equipment that is necessary for activities (j. CTP modifies thinking on equipment). They explained that since the CTP they believe they are capable of doing previously unthinkable tasks, mastering their skills, and embracing new opportunities. Therefore, by providing training for these ECD practitioners, of whom many may be underqualified, is an important facet towards the enablement of their occupation as this may stir visions of possibility. The notion of change being impossible is consequently refuted (Townsend & Polatajko, 2013, pp. 102–103). Hope, readiness and confidence were mutually developed between the CTP and the ECD practitioners (Janse van Rensburg, 2014, p. 45).

On the negative side, the participants explained they experience that the CTP provides insufficient monitoring, causing them to feel less motivated to be faithful in their work and unable to continue growing; leaving them with decreasing visions of possibility (n. Minimal monitoring). This aspect will be discussed further in the following section, 5.2.2. Conclusions to objective (b): To describe the barriers of the Crosstrainer Programme in enabling occupation as experienced by the ECD practitioners.

Therefore, enthusing visions of possibility can be attributed to the CTP towards enabling the occupation of these ECD practitioners, as it is derived from the improvement they experience (Townsend & Polatajko, 2013, pp. 102–103). Increasing on monitoring or contact with the ECD practitioners could better sustain these visions of possibility.

d. Change

The CTP promoted **change** in various aspects, some being radical and other more subtle, in light of their context or situation. Based on the first theme describing the Great Imbalance (4.3.1. The Great Imbalance) that the ECD practitioners face, empowering the necessary

changes in these different aspects are important within the understanding that occupation is idiosyncratic (American Occupational Therapy Association, 2014, pp. S4–S6; Pierce, 2014, pp. 3–4; Townsend & Polatajko, 2013, pp. 22, 59, 60). The CTP fills the gaps by bringing the necessary change in each regard (4.3.2.1. (G) CTP fills the gaps). As mentioned earlier, the CTP avails knowledge (o. CTP avails knowledge) and directs lessons (i. CTP directs lessons), relieving the notion of being inadequately trained (4.3.1.2. (B) Inadequate foundation), which was necessary change towards enabling their occupation. Additionally, the CTP was a confidence booster that allowed the enablement foundations of visions of possibility and change to interconnect, propelling the necessary change that brought relief upon feeling inadequate (k. Confidence booster). Parental opposition was another challenging aspect that was changed (4.3.1.5. (E) Parental opposition), as they mentioned they experienced increased positivity from the parents since the CTP was implemented in their ECD centres (q. Positive parents). ECD practitioners ought to work with children and their parents to enhance school-readiness (Brink, 2016, p. 5; Dawes et al., 2012, p. 18; Van der Vyver, 2012, p. 139).

Another important way in which the CTP brought upon change was with changing or modifying their thinking on the equipment that is needed to facilitate activities (j. CTP modifies thinking on equipment). This change brought upon new perspectives to the extent that the ECD practitioners no longer feel thwarted by limited funding (d. Barrier of funds) amounting to limitations in the equipment and quality of their ECD. They are enabled through this change improvise and be creative in order to use what is available in their direct environments as funding is a challenge. Additionally, findings from another study describing the experiences of ECD practitioners in an under-resourced community described that the ECD practitioners felt creativity was an important quality especially for practicing in under-resourced circumstances, closely related to financial barriers. Application of creativity, however, is dependent on environmental influences. The participants of that study viewed creativity as the ability to adapt and improvise in compensating for the limited resources available to them (Vorster et al., 2016, p. 5). This further motivates the necessity of such thinking, particularly in the context of financial limitations and restricted resources. The participants from this study assigned much of this creativity to the CTP.

Therefore, the CTP brought upon change to a few aspects that the participants mentioned were previously challenging or hindering them from excelling as ECD practitioners. Undoubtedly, these changes can be credited towards enabling their occupation. Whether superficial and undetectable, or radical, change brings upon new perspectives on life. Change transforms their identities as individuals, family members, and representatives of groups, communities, organisations and populations (Townsend & Polatajko, 2013, pp. 103–104).

e. Justice

In an attempt to understand seeking **justice**, recognising their diversity and the inequity they face are inseparable therefrom (Pierce, 2014, p. 505; Townsend & Polatajko, 2013, pp. 106–107). It is for this very reason that the context of the participants is acknowledged when responding to this enablement foundation, once again referring to the first theme pertaining 4.3.1. The Great Imbalance. As mentioned numerously, these ECD practitioners chose to take on this occupation of work due to the need for the role they recognised in their communities (b. The need for the role), and their love and passion for children (a. Love and passion). Justice includes advocating a belonging to society and participating in a community. For these ECD practitioners, answering the need for the role is their contribution in society and specifically their communities. The CTP supports this through enabling them within the context of their diversity and inequity. By availing knowledge by means of the CTP (o. CTP avails knowledge), the inequity describing their inadequacy to develop children, delineated by limited opportunities, is reduced (4.3.1.2. (B) Inadequate foundation). The CTP further undertakes seeking justice by providing somewhat relief in the issue of funding (4.3.1.4. (D) Funding) as experienced by the ECD practitioners. Through modifying their thinking on the equipment that is necessary to do activities, in order for them to be enabled to use what is available to them, further alleviates this issue (j. CTP modifies thinking on equipment).

The CTP also lightens their workload (p. CTP lightens workload), which is a unique way of pursuing justice. Yet, in this case, the ECD centres have limited staff available resulting in the ECD practitioners cooking, cleaning, and doing other centre related tasks (see Table VIII: General description of the ECD centres and Table IX: General setup at the ECD centres). Lightening their workload through the CTP is a contextually specific pursuit of justice (4.3.2.3. (l) CTP guidance). The study run by Vorster *et al* (2016, p. 7) added another challenge pertaining the workload of the ECD practitioners as they relayed that children are often left at the ECD centres much later than what they are supposed to, resulting in children staying longer than the stipulated nine hours per day. In turn, this was found to sabotage the quality of early learning they hope to offer. Thus, by lightening the workload of the ECD practitioners through providing guidance on lesson planning and time management, the CTP enables their occupation by recognising their unique circumstances.

In light of their diversity and the inequities they experience, the CTP advocates towards their belonging and participation in society, avails knowledge, alleviates the issue of funding, and lightens their workload. It can be concluded that for these reasons the CTP seeks justice in pursuit of enabling their occupation.

f. Power-sharing

This is the last enablement foundation, but certainly not the least as this is a crucial occupational therapy principle implored by mutual respect and client-centred collaboration (Pierce, 2014, p. 504; Townsend & Polatajko, 2013, pp. 108–109). **Power-sharing** can be witnessed throughout the interviews where they commented on how they are encouraged to freely add onto, adapt and improvise within the CTP (ai. Personal addition). They further explain how they take the responsibility on themselves to implement the CTP (l. Responsibility of implementation) and ensure that the children understand the lessons (m. Responsibility of understandability), thus depicting a power-sharing relationship between the ECD practitioner and the CTP as a resource. In due time, this power-sharing relationship also promotes the ECD practitioners to living out their talents and capabilities, which can be seen in the confidence they received (k. Confidence booster). However, some changes and additions ought to be made to the CTP to equip them with more resources to make more choices concerning their occupation in order for the power-sharing relationship to be optimised. These changes and additions will be discussed in the following theme. Brink (2016, p. 2) suggests that a generic ECD curriculum would achieve very little if anything at all, but rather superimposed upon people having no use thereof in the end. Therefore, power-sharing in the South African context is an important factor to consider and emphasise.

To summarise, the CTP promotes a power-sharing relationship by providing resources for the ECD practitioners to extend upon and change. The ECD practitioners acknowledge their own responsibilities that this power-sharing relationship evokes. Furthermore, the confidence boost from the CTP highlighted the presence of a power-sharing relationship, as this is a typical result of such a relationship in enabling occupation. Upon the necessary adaptation, the power-sharing relationship may be optimised.

5.2.1.2. Conclusions on the Crosstrainer Programme within their occupation: doing, being, becoming, and belonging

In this section, I recognise Wilcock's descriptions of doing, being, becoming, and belonging, which collectively epitomise occupation. Each will be discussed in line with what the ECD practitioners mentioned regarding the CTP.

a. Doing

As **doing** refers to the active participation in meaningful activities, the CTP may be credited with increasing such active participation within the occupation of being an ECD practitioner. They mentioned that the CTP encourages them to be more actively involved in the activities

as the CTP is experienced as practical while still being enjoyable (4.3.2.4. (M) CTP is practical while enjoyable). The CTP also enables active participation in other activities necessary at their ECD centres (such as cooking, cleaning, etc.) through relieving their workload (p. CTP lightens workload), therefore allowing more time for such activities; effecting context-specific assistance (see Table VIII: General description of the ECD centres and Table IX: General setup at the ECD centres). Furthermore, they actively participate in implementing the CTP through taking the responsibility to implement the CTP (l. Responsibility of implementation) and by including their personal addition to the programme (ai. Personal addition). Thus, the CTP results in active participation with positive results within their context.

b. Being

In describing their love and passion for working with children (a. Love and passion), they provided brief but meaningful narrative on **being** unpretentious towards themselves, and their character. These are distinguishing factors that are meaningful in this occupation of working with children. They feel appreciated and regard themselves important within fulfilling a need in their communities (b. The need for the role). Some expressed that their love for children is what puts them ahead of other ECD practitioners.

c. Becoming

Recognising what these participants attribute to their being in their occupation as ECD practitioners, a love and passion for children (a. Love and passion) driving them to respond to the need they see in their communities (b. The need for the role), **becoming** involves accomplishing full personal development. They offer something of worth to their communities; and through the CTP, they feel they have furthered their personal development. Firstly, they expressed their concern regarding their limited knowledge (g. Lack of knowledge) and being unqualified (c. Unqualified) to run ECD centres and develop children. However, the CTP relieved these concerns through bringing the necessary change (see *d. Change*, discussed in the previous section), as the CTP avails knowledge necessary in ECD (o. CTP avails knowledge) and provides daily direction with lesson plans (i. CTP directs lessons). In addition, the CTP was described as a confidence booster that encouraged them to achieve in their work and take on more than what they previously imagined they would (k. Confidence booster). Secondly, the participants mentioned that the CTP encourages their growth as ECD practitioners (aa. CTP fuels growth). Some explained that they are even able to assist their co-workers and the parents of the children, which they ascribed to the growth that their CTP has influenced. In these ways, they also contribute to their own development and, in turn, this may transform their standing in society. Thirdly, as the CTP has contributed to modifying their thinking on the equipment that they need to facilitate lessons and activities by encouraging

them to improvise, create, and use what is readily available to them, they contribute to their own development through the CTP (j. CTP modifies thinking on equipment). Therefore, through driving towards development and enhancement of their being, the CTP contributes to their becoming in their occupation as ECD practitioner.

d. Belonging

Occupation advocates a **belonging** in society, involving being connected with other people resulting in mutual effect on the health and well-being of one another. Throughout the interviews, seldom mention was made to their belonging in society, though particular mention can be made to some.

As co-occupation exists between the ECD practitioner and the children in their ECD centre, this occupation allows for mutual influence on the health and well-being of one another. The participants mentioned that there is a need for their role as ECD practitioner (b. The need for the role), to provide a safe haven for acceptance, development and learning for the children; contrasting the alternative, which involves the children being on the streets instead. They explain that they have a role to play in their futures. In turn, the participants explained that they derive a joy through working with children due to their love and passion; and further mentioned that it withholds them from participating in harmful occupations and even from unemployment. An ECD centre being a safe place was commented by participants from two other studies as well (Brink, 2016, p. 4; Van der Vyver, 2012, pp. 139–140; Vorster et al., 2016, p. 6). Another situation where the CTP assisted specific improvement is the result of positive parents (q. Positive parents), as opposed to the opposition (4.3.1.5. (E) Parental opposition) they usually received from the parents. Brink (Van der Vyver) (2016, p. 5; 2012, p. 139) also found that by implementing their programme that the parents felt that the children were learning more. This was furthered by facilitating ECD orientation with the parents, as they were initially sceptical of the young teachers' abilities to care for young children. Orientation sessions with the parents and other people in their communities could be a valuable tool for ECD practitioners to establish their belonging in society.

Therefore, being an ECD practitioner through doing what they love and working with children inherently involves a belonging in society. They play a pivotal role in the lives of young children and their futures. The CTP also contributed to a positive relation between the ECD practitioners and the parents, further enabling belonging in society. As all the aspects of ECD are interconnected, the intervention intended for the ECD practitioners consequently determines the development the children experience (Brink, 2016, p. 9; Van der Vyver, 2012, p. 161).

In short, the CTP has contributed to the enablement of their occupation in various ways and throughout the dimensions that epitomise occupation. The CTP mostly contributed to their *becoming* as it brought upon change that was necessary within their context. In the end, the CTP creates a setup where the ECD practitioners are increasingly involved in their occupation whilst leaving their being untampered. The programme assists them with becoming, being personally involved in their development and accomplishment in their occupation and, in turn, supporting their belonging in their communities and relationship with the children attending their ECD centres.

5.2.1.3. Summary

To recapitulate, the participants expressed their experiences relating to the enablement of their occupation through the CTP. In the end, all six the enablement foundations were presented in the interviews held with the participants where they made mention towards whether the CTP enabled their occupation and where the programme was lacking thereof. Therefore, the CTP contributed through all the enablement foundations to the enablement of their occupation as ECD practitioner. However, some areas are subject to improvement and adaptation before reaching the full potential of enablement. Moreover, in regards to their occupation of doing, being, becoming and belonging as ECD practitioners, the CTP contributed to the enablement thereof. The programme supports their occupation throughout these four dimensions, rather than hinder them.

5.2.2. Conclusions to objective (b): To describe the barriers of the Crosstrainer Programme in enabling occupation as experienced by the ECD practitioners

The CTP hindered the enablement of their occupation through two aspects, which is mostly derived from the second theme, disabling occupation. Although most of the participants reckoned no changes were necessary to be made to the CTP, some comments were ascribed to hindering their occupational enablement.

Firstly, the participants expressed areas in which the CTP and their context did not align (4.3.3.2. (O) CTP and context), with particular mention to some aspects:

- **Language:** Currently the CTP is only available in English (h. English vs Setswana). Most of the participants were comfortable with the language and explained that they referred to the dictionary for assistance. However, in light of their context, not having the programme in their main language of teaching (Setswana, see Table IX: General

setup at the ECD centres) hinders some from being fully equipped through the CTP. Most mentioned that they have to translate the CTP in order for it to be appropriate for the children. Translating the CTP could improve the enablement therefrom. According to ITEC, they experienced a negative association with the English language from the ECD practitioners' point of view as they few use English in their professional or personal lives (DGMT, 2013, p. 1).

- **High standard:** To some participants, based on their years of experience, they felt the CTP has some lessons or expectations that are too challenging for the children in their ECD centres (am. CTP too high).
- **More:** They also explained that they have a need for adding more pictures and/or activity sheets in the CTP to assist them better in facilitating engagement from the children (ap. Adding more pictures).

Secondly, the participants experience 4.3.3.3. (P) Insufficient involvement from the CTP and ascribe it towards hindering their occupation more drastically:

- **Monitoring:** In their experience, the CTP provides minimal monitoring, thwarting them to participate fully in their occupation. They explained that they feel that they would be more faithful if they were monitored better (n. Minimal monitoring).
- **Admin:** One participant mentioned a need for administrative assistance, specifically pertaining a class register that she could copy in years to come (ah. Admin assistance).
- **Seldom opportunities:** They requested that more opportunities would be available for them to be trained again, or receive additional training. Therefore, it can be argued that they still have a need for more input (z. Seldom opportunities).

In other programmes, monthly or weekly training is provided. Ntataise Enrichment Programme provides monthly workshops and on-site good practice modelling twice a year (Dawes et al., 2012, p. 18). And Bafenyi Trust provides weekly training and teaching aids through their Dinaledi Programme (Bafenyi Trust, 2018a, p. 1). Another programme this organisation runs is called Kwala Programme aimed at providing management and administrative support for the ECD practitioners, labelling this as the most important service they deliver. Through this programme they assist the ECD practitioners to apply for the government subsidies of their ECD centres, and training them in the necessary financial managerial skills (Bafenyi Trust, 2018b, p. 1). Similarly, Sikhula Sonke Early Childhood Development is another NPO dedicated at providing and assisting ECD services, specifically in the Khayelitsha township community. Imbewu, Seeds of Success, is one of their programmes aimed at training ECD practitioners and principals at NQF levels 2 and 4, respectively. They also provide ongoing support to ECD practitioners to meet the minimum standards for ECD centres, defined by the

Department of Social Development (Sikhula Sonke Early Childhood Development, 2018, p. 1). Increased opportunities for training, monitoring, and additional administration are seen by these programmes, which affirm that such needs are prevalent in a wider population of ECD practitioners and substantiate that the lack thereof could be hindering to their occupational enablement.

Although short, practical training and a planned programme proved to establish improved quality ECD classroom practice relatively swiftly, frequent monitoring, consistent support, and effective training proved to be essential to produce successful programme implementation and heightened fidelity from the ECD practitioners (Dawes et al., 2012, pp. 11, 12, 32; Fourie, 2013, p. 60). Multiple, short training courses such as ten workshops were also found to be effective in the improvement of the ECD practitioners' teaching and learning (Dawes et al., 2012, p. 11). In a study conducted in Mogwase, an ECD programme was designed by PAR (participatory action research), allowing the curriculum to develop organically^j over time. This method of curriculum design evidenced development in learner outcomes, professional development of the ECD practitioners, and the ownership taken by the community (Brink, 2016, p. 9; Van der Vyver, 2012, p. 150). International evidence from the Sobambisana Project likewise confirms that support from managers, training, and equipment are indispensable towards improving the capabilities of the ECD practitioners (Dawes et al., 2012, p. 32). Therefore, increased involvement from the CTP could be a necessary factor to consider.

To conclude, there are ways in which the CTP hinders their occupational enablement. These barriers, mentioned by the participants, offer better understanding of the additional assistance ECD practitioners in rural areas need and correspond with other resources and programmes. Within their context, the language and the standard of the CTP were considered barriers, though seldom. However, for these participants, monitoring is lacking in the involvement from the CTP. Additional admin assistance and added opportunities were also lacking. Consequently, improving on these points could increase the opportunities of enabling their occupation through the CTP.

^j Organic development is referred to as “a process during which, what germinates in the virgin soil of this emerging programme will be nurtured, what grows will be tended with care, what does not work will be pruned off and discarded and in the end, hopefully, some useful seeds of knowledge could be harvested for future use in similar settings” (Brink, 2016, p. 9).

5.2.3. Conclusions to objective (c): To describe the facilitating factors of the Crosstrainer Programme in enabling occupation as experienced by the ECD practitioners

Most of the categories from the second theme, enabling occupation, transpire to being facilitating factors. At meta-level, I further categorised the factors into three topics, namely adapting, engaging, and educating.

5.2.3.1. Facilitating through adapting

To **adapt** is an occupational therapy enablement skill used to suit or fit a specific function or situation. This adaptation often involves working with what is available (Townsend & Polatajko, 2013, pp. 117–118). The CTP facilitates the necessary adaptation towards enabling the occupation of these ECD practitioners. The following codes/categories are used to describe in which way the CTP has facilitated adaptation, as experienced by the ECD practitioners:

a. The CTP modifies thinking on equipment

The ECD practitioners mentioned that since the CTP, their thoughts on what equipment is necessary for lessons and activities have changed. The CTP adapted their thinking in such a way that they are confident in improvising with the equipment that is readily available to them, creating their own out of the resources in their direct environment, and being more creative in the equipment that can be used (j. CTP modifies thinking on equipment). This is especially necessary within their context, as the barrier of funds (d. Barrier of funds) with limited external help from their communities and the parents (e. External help) hinders them from purchasing equipment. On the other hand, for many of the participants, despite this adaptation, they still wish to have more equipment and store bought toys in their ECD centres. However, the barrier of funds is still a reality and thus the adaptation is still valid.

b. CTP is the equipment

The CTP is described as a compact resource of materials, easily prepared for and implemented. The CTP is often the only equipment needed for a lesson or activity (ag. CTP is the equipment). Alongside teaching the ECD practitioners to improvise and use what is available, the CTP books also provides 'equipment' through adding stories, poems, pictures, etc. which, once again, relieves the barrier of funding (d. Barrier of funds) experienced by the ECD practitioners. They explain that all they need to do is take responsibility to implement the lessons (l. Responsibility of implementation). Moreover, some participants explained that

they often add their own ideas and creativity as they implement the CTP (ai. Personal addition). Therefore, by providing a compact resource of materials, the CTP contributes to the necessary adaptation regarding the equipment the ECD practitioners need to facilitate activities or lessons.

c. CTP assists time management

The CTP is said to assist their time management through providing a set lesson that can be incorporated into their daily programmes, therefore adapting their daily programmes (t. CTP assists time management). This propels the ECD practitioners to be able to do more lessons compared to before the CTP, and simplifies their time management, consequently lightening their workload.

d. CTP lightens workload

Again, within their context, providing the necessary adaptation towards lesson planning brought relief in their workload, freeing their hands to run their ECD centres. This adaptation of providing a set of lessons lessens the time usually spent to figure out what activities or lessons to present to the children. They are better able to attend the rest of the tasks relating to ECD centre management, as there is often limited staff members available in relation to the number of children, classes, and tasks such as cooking, cleaning, etc. (see Table VIII: General description of the ECD centres and Table IX: General setup at the ECD centres).

Therefore, some adaptation was necessary in order to enable the ECD practitioners in line with their specific context. These adaptations resulted in relief of funding and improvement of time management.

5.2.3.2. Facilitating through engaging

Engaging the client is an occupational therapy skill involving facilitating active participation, which aims at creating awareness of previously unthinkable possibilities (Townsend & Polatajko, 2013, pp. 126–127). The CTP has been credited with increasing such engagement towards enabling their occupation, in the experience of the ECD practitioners. The codes/categories describing and supporting this increased engagement is listed below:

a. The CTP is practical while enjoyable

According to the participants, the CTP has encouraged them to participate more actively in the lessons and activities they present to the children, as opposed to the previous idea of doing so passively. It involves the ECD practitioner on a practical level whilst being enjoyable

to implement, in their experience (4.3.2.4. (M) CTP is practical while enjoyable). This is such a simple way to increase their active and practical engagement in their occupation, but it has added to the enablement of their occupation.

b. Confidence booster

The CTP has encouraged more engagement in their ECD centre and their lessons through boosting their confidence (k. Confidence booster). Some participants explained that since the CTP, they feel confident to engage with the children in their ECD centre, rather than rely solely on their co-workers with greater experience and/or qualifications. It has stirred visions of possibility, encouraging them to do more and facilitate activities thought to be rather impossible. Through encouraging the ECD practitioners to be more involved, building their confidence in just-right challenges, the CTP has enabled their occupation on a client-centred basis.

c. The CTP is comprehensible

Through discussing the question on whether the CTP is easily understood (4.3.2.5. (K) Is the CTP easy to understand?), the conclusion was reached that not only is the CTP easily comprehended by most of the participants but also, in their experience, the CTP has resulted in the children understanding their lessons better. Therefore, it can be argued that the CTP has encouraged engagement of both the ECD practitioner and the children as it provides understandable lessons to implement. The participants further explained that the responsibility ultimately lies with them and that they ought to adapt to suit the context of their centres (m. Responsibility of understandability). It is the cumulative effect that ensures the children understands what they are taught.

These three aspects contribute to the progressed engagement of the ECD practitioners in the lessons and activities as well as the development of the children enrolled in their ECD centres. Accordingly, the skill of engagement towards enabling their occupation is a result of the CTP.

5.2.3.3. Facilitating through educating

In essence, **educating** refers to learning through doing. It is a basic, historic occupational therapy enablement skill implemented to stimulate growth through engagement in occupations of everyday life (Townsend & Polatajko, 2013, pp. 124–125). In a basic sense, the CTP also implements educating through engagement in occupation. The following codes are used to describe how the ECD practitioners experienced enablement through the CTP by the skill of educating:

a. CTP avails knowledge

In light of their context, availing knowledge (o. CTP avails knowledge) is an important facilitating factor towards enabling the occupation of these ECD practitioners as their concern on having an inadequate foundation to develop children is consequently addressed (4.3.1.2. (B) Inadequate foundation). They explained that through engaging in the CTP and working with children daily, their knowledge expands on developing children and even managing their ECD centres. Therefore, educating these ECD practitioners through engaging in occupation can be credited towards the CTP enabling their occupation.

b. CTP directs lessons

Through directing the lesson planning, the CTP further contributes to educating the ECD practitioners through engagement (i. CTP directs lessons). They mentioned that through the direction and guidance the CTP gives by providing daily lessons they need only to implement the lessons daily (joined with their modified thinking on equipment that is necessary (j. CTP modifies thinking on equipment) and their personal addition (ai. Personal addition)). Once again, on the subject of having an inadequate foundation to develop children, this direction is necessary in relation to educating the ECD practitioners, enabling their occupation.

Therefore, the CTP assists the occupational enablement of these ECD practitioners through the skill of educating. Though it is on a basic level through providing knowledge through engagement and daily direction, this expands their experience in ECD, relieving the feelings of being inadequate to develop children.

5.2.3.4. Summary

By no means do I intend to compare a basic Early Childhood Development programme with the skills of an occupational therapist. Occupational therapists, and the expertise they bring, are irreplaceable. What I did notice was that the CTP facilitated occupational enablement through three occupational therapy enablement skills: **adapting** aspects in their occupation, **engaging** the ECD practitioner in their lessons and activities, and **educating** them through participation in the CTP.

The Canadian Model of Client-Centred Enablement (CMCE) is used to present this collaboration between the CTP and the ECD practitioner through these three enablement skills. An adapted version (Figure 5) of the CMCE is created in relation to the three skills present in this collaboration (Townsend & Polatajko, 2013, pp. 109–110).

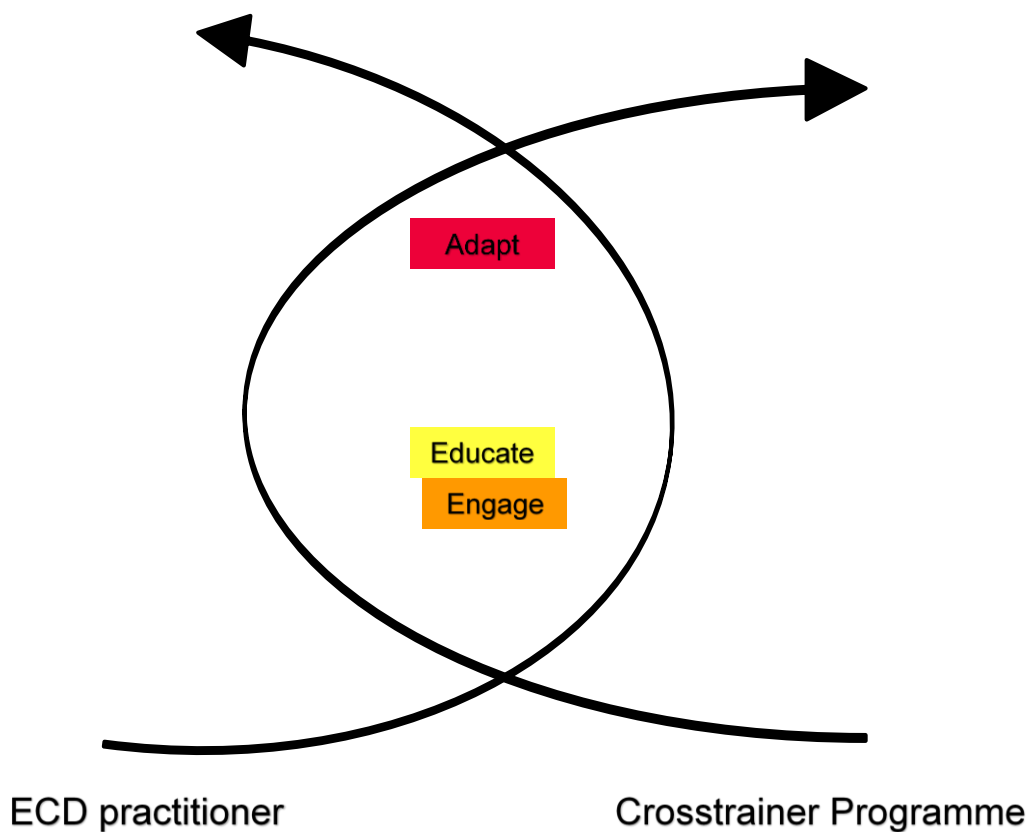


FIGURE 5: PRESENTATION OF THE OCCUPATIONAL THERAPY ENABLEMENT SKILLS USED BY THE CTP TO FACILITATE ENABLEMENT: BASED ON THE CANADIAN MODEL OF CLIENT-CENTRED ENABLEMENT (CMCE) (TOWNSEND & POLATAJKO, 2013, PP. 109–110)

In collaboration with the ECD practitioners, the CTP utilises these three (of the ten) occupational therapy enablement skills towards facilitating their occupational enablement. The other seven skills (advocate, coach, collaborate, consult, coordinate, design/build, and specialise) were not made specific mention to in relation to facilitating factors towards their occupational enablement (Townsend & Polatajko, 2013, p. 110,113). As mentioned earlier, as the CTP is not an occupational therapist, it cannot live up to the living expertise of such a person. Therefore, not all the skills could possibly be involved consistently enough to credit them towards a centre-based programme such as this. However, these three enablement skills used by occupational therapists to enable the occupation of their clients were identified on a meta-level of categorising the analysed data. These facilitating factors of the CTP can be ascribed to enabling the occupation of the ECD practitioners through a client-centred approach.

5.2.4. Conclusions to objective (d): To describe how the participants experienced their personal growth as ECD practitioners

In addition to the previously mentioned facilitating factors towards their occupational enablement, they specifically mentioned that they have experienced growth as ECD practitioners. The discussions regarding this objective is very brief, but still important heading for the final conclusions of this study. The ECD practitioners explained that, in their experience, they have grown a lot. This growth comprised of becoming better ECD practitioners and doing their best. It further involved growing in such a way that they are able to teach or pass on their knowledge and expertise to their co-workers and the parents of the children attending their ECD centre. Most importantly, their personal growth includes learning to know a child holistically and approach his/her development holistically. According to the participants, the CTP has contributed to their growth as ECD practitioners (aa. CTP fuels growth). By acknowledging the concerns they had of having an inadequate foundation to develop children (4.3.1.2. (B) Inadequate foundation) and years of experience which are crucial but take time to acquire (4.3.1.3. (C) Experience is key), fuelling their growth as ECD practitioners can be ascribed to their occupational enablement through the CTP. Van der Vyver's participants similarly experienced personal growth because of their work at their ECD centre, gradually seeing themselves in a professional role. A strong sense of community with the backdrop of so much need motioned towards ECD practitioner being a calling, a driving force in their personal growth (2012, p. 144). An ECD practitioner as being a calling was also mentioned by a participant from this study.

On the other hand, some participants felt that the CTP has seldom opportunities for them and wish for more training opportunities for not only themselves but also their colleagues from their own ECD centres and others in their communities (z. Seldom opportunities).

Therefore, the participants have experienced personal growth and credited the CTP with assisting their growth as ECD practitioners. In light of their context, by fuelling their growth, the CTP has added towards their occupational enablement in this way. By providing additional opportunities, the CTP could expand on the current growth potential it avails.

5.2.5. Final conclusions

To conclude what the experiences are of the ECD practitioners regarding the occupational enablement through the Crosstrainer Programme (CTP), the conclusions to all four objectives

are combined. From the conclusions to the objectives, it can be seen that the CTP enables the occupation of these ECD practitioners with mention to the enablement foundations, the enablement skills, and the spheres of occupation. The conclusions to objective (b), however, prove that the enablement through the CTP has room for improvement.

Figure 6 provides a visual representation of the occupational enablement through the CTP as experienced by the participants. This portrays that the CTP incorporates all six enablement foundations through applying enablement skills in a basic sense in order to enable their occupation as ECD practitioners within the spheres of doing, being, becoming, and belonging.

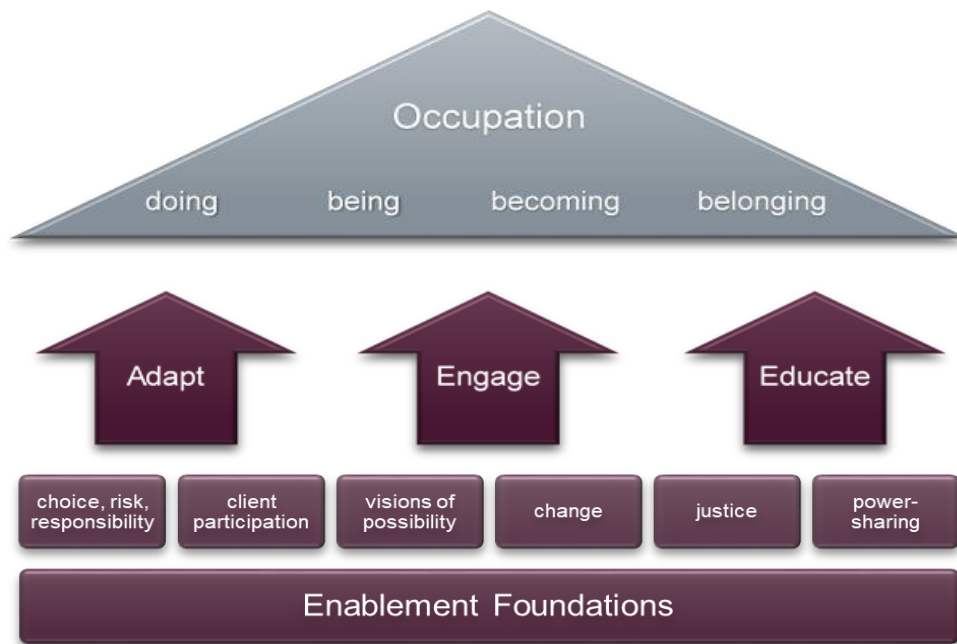


FIGURE 6: VISUAL REPRESENTATION OF THE OCCUPATIONAL ENABLEMENT THROUGH THE CTP

Upon the discussions regarding the conclusions to objective (a), (c), and (d) in comparison with that of objective (b). The CTP predominantly facilitates enablement rather than hinders it. However, the areas in which some of the participants feel the CTP is lacking or hindering their occupational enablement are still of importance. Upon the necessary addition, adjustment, and increase, the enablement through the CTP could improve. These additions and adjustments are presented in Figure 7.



FIGURE 7: VISUAL REPRESENTATION OF THE ADDITIONS, ADJUSTMENTS, AND INCREASE NECESSARY TO EXPAND THE CTP ENABLEMENT

In Figure 7, three subjects on which the CTP can improve are highlighted. The first being **addition**, describes the ECD practitioners' want for more pictures in the CTP to use whilst facilitating the activities, and their need for additional admin assistance. The second subject of improvement, **adjust**, comprises of translating the CTP to the main teaching languages of education in South Africa. This is a necessary change as language plays a pivotal role in the comprehension by and motivation of the ECD practitioners. Another adjustment that could improve the implementation of the CTP and consequently the enablement of their occupation is that of providing the basic principles of adapting and grading the lessons of the CTP. This will allow the ECD practitioners to create more relevant and contextually specific activities from the CTP. Thirdly, an **increase** in monitoring and training opportunities is imperative towards the expansion of their occupational enablement through the CTP and the fidelity of the ECD practitioners.

Therefore, by these rudimentary but necessary improvements, the occupational enablement through the CTP may increase significantly. Figure 8 provides the representation of the full potential occupational enablement that is possible through the CTP that follows the improvements.

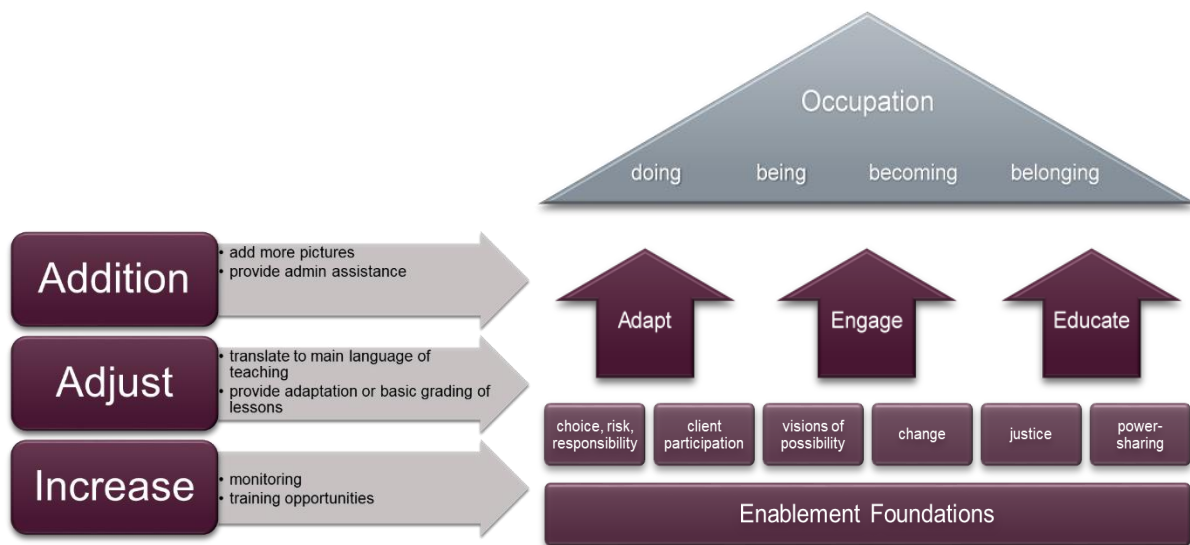


FIGURE 8: REPRESENTATION OF THE FULL POTENTIAL OCCUPATIONAL ENABLEMENT THROUGH THE CTP

Therefore, the CTP can be acknowledged as truly enabling the occupation of the ECD practitioners. My suggestion is that the minor improvements will result in major enhancement of the occupational enablement through the CTP. Based on these findings, my recommendations are presented in the section to follow.

5.3. Implications – recommendations for practice

Some recommendations are drawn from the findings of the study, particularly towards the CTP and the ECD sector as a whole.

5.3.1. Recommendations for the CTP

Considering the discussions held with the ECD practitioners, the following recommendations are made to expand and improve the occupational enablement through the CTP:

- Adding more pictures that the practitioners could use to facilitate learning.
- Administrative assistance could be a valuable service to add to the CTP that would enable their occupation on a managerial level. Such assistance could be given by joining hands with organisations that already provide such support, such as Bafenyi Trust, or by creating such a component in the CTP itself as additional training or workshops.
- Investing in translating the CTP into the main education languages of South Africa could be important to consider in the near future as the language can hinder the occupational enablement and potentially the efficacy of the programme.

- Including basic grading principles that the ECD practitioners can implement when using the CTP. Basic grading principles refer to adjusting the difficulty level of the activity as necessary for each child or group. Although grading of the difficulty level can occur through making use of the same activity but from the higher or lower age group book, the ECD practitioners could need assistance in understanding such grading in order to implement it directly.
- The level of monitoring and coaching could increase, as this limitation was one of the major barriers experienced by ECD practitioners. It was also found from numerous other studies and ECD programmes that increased levels of monitoring positively affects the fidelity of the ECD practitioners and therefore the efficacy of the programme.
 - Instead, a buddy system could be a sustainable alternative, as frequent monitoring is not necessarily feasible due to limited human resources or financial reasons. Such a system could allow ECD practitioners to could keep one another accountable, and exchange assistance and new ideas. It would be necessary to assess the efficiency of such a system.
 - Another alternative or additional system could be to create a CTP WhatsApp group for each are (where possible and applicable) so that ECD practitioners could connect with other practitioners in their own area by which they can exchange ideas, ask for help with CTP lessons or other issues they may experience. Likewise, this system should be verified.
 - CTP mentors could be assigned to specific areas that could follow up at the ECD centres and report any problems to the Crossroads Educational Foundation. This mentor could be nominated by the group of practitioners trained, allowing the person to accept or not.
- Training opportunities need to be made available more frequently to the ECD practitioners. This is mentioned towards training new ECD practitioners in the CTP and providing follow-up training or workshops for previously trained practitioners.
- Consider collaborating with other organisations, such as Ilifa Labantwana, to assess whether this programme could be introduced into the comprehensive ECD package that is currently in development and discussion.

5.3.3. Recommendations relating to the South African ECD sector

The following recommendations are made towards improving the South African ECD sector:

- Bearing in mind the findings of this study, it is fundamentally important to consider programmes that enable the occupation of the ECD practitioners. The efforts made to

increase access and improve the quality of ECD services pertaining to early learning could be in vain if the ECD practitioners are not empowered and enabled in their occupation. Therefore, my recommendation is to include programmes such as the CTP that are proven to enable the occupation of the ECD practitioners. Such efforts will return the efforts made in other regards.

- Furthermore, it has been made clear that various programmes are already available and could rather be combined than reinvented. I recommend considering all the programmes and joining efforts in order to present a comprehensive package to the South African children.

5.4. Recommendations for future research

Future research on the Crosstrainer Programme, occupational enablement, and the ECD practitioners are recommended. These recommendations include:

- An explorative study on the influence of culture on the CTP enablement, comparing the findings from various cultures in South Africa.
- Conducting a descriptive study on the experiences of ECD practitioners relating to the overall factors facilitating and hindering the enablement of their occupation could be done over a wider population.
- This could be followed by a comparative study on the occupational enablement of various programmes available to the ECD practitioners.
- As co-occupation exists between the practitioner and the child, it could be valuable to consider researching the occupational enablement of the child through the CTP.
- Researching the content of the CTP training by conducting a study to observe the training and measure against adult learning principles.
- Conducting a study where the ECD practitioners trained in the CTP are observed over time. Such a study could potentially generate a deeper understanding of the way ECD practitioners use the programme and point towards observed aspects that are hindering and/or facilitating their occupational enablement and that of the children.
- Running a study using PAR (participatory action research) in various ECD centres to investigate how the CTP can be used alongside other programmes to enable the occupation of the ECD practitioners and in developing a tailor-made programme for each ECD centre. This will be valuable, as a holistic view of children's development has been found as the best approach in ECD.

5.5. Limitations of the study

Some limitations occurred in this study, which could otherwise have potentially added additional information and depth to the study. The limitations included culture, language, and the lack of field notes and visits.

- **Culture:** In this study, culture was not explicitly considered. Retrospectively, this could have been valuable additional information in describing the context of the ECD practitioners. I would recommend conveying a future study specifically focussed on the culture of the ECD practitioners using the CTP.
- **Language:** Although both the questionnaire and interviews were available in English and Setswana and conducted with a capable translator present, most interviews were held predominantly in English as per choice of the participants. However, in some instances this may have taken away from the depth of discussion that could have been met if both were fluent in the language of interviewing. I would recommend that interviews of future studies be conducted in a language both the interviewer and the interviewee are fluent in.
- **Field notes and field visits:** In addition to the contextual information generated from the questionnaires and the interviews, in some instances field notes could have contributed to the study, though marginally. Therefore, field notes as an additional method of inquiry could be beneficial to future studies on the CTP

5.6. Value of the study

As the problem statement of this study suggested, learning from the experiences of the ECD practitioners concerning the occupational enablement through the CTP fills a gap in the knowledge. No research had been published on the occupational enablement through the CTP nor any other early learning programme running in South Africa. There has also not been any research published on the occupational enablement of the ECD practitioners in South Africa. Therefore, the findings from this study are new to the knowledge of ECD practitioners regarding early learning programmes, occupational enablement, and the CTP.

This study brings the ECD practitioners to light within the current issue of South African ECD. It is imperative to recognise that the ECD practitioners' occupation needs to be enabled in order for quality early learning to prevail, transforming the ECD sector. ECD practitioners need the help of designed programmes, training, mentorship, and ongoing support. Only then will the ECD sector truly be transformed. Furthermore, the information received from the ECD practitioners regarding the CTP aims to this programme to being a valuable programme

towards enabling their occupation. Consequently, the CTP could be a programme to consider implementing within the comprehensive ECD package.

In addition, recommendations from a North West University study, on promoting quality-learning environments at ECD centres through Service Learning, included compiling a relevant and context appropriate ECD curriculum to train the ECD practitioners in their Service Learning programme. Such a curriculum should enable the ECD practitioners to teach and develop the children with the available resources from their direct environment whilst promoting active participation during the activities (Labuschagne, 2015, pp. 106–107). From this study, it was found from the experiences of the participants that the CTP enables the ECD practitioners to use resources that are readily available to them, improvise and become creative whilst being actively involved in each activity. Therefore, the CTP could be a viable programme to consider, instead of reinventing the wheel, so to speak.

Moreover, due to the current lack of a national measurement tool to assess the quality of early learning programmes, this study points out that the occupational enablement of the ECD practitioners could be a vital element to consider when measuring the quality of these programmes. The occupational enablement of the ECD practitioners through a designed programme could be measured against the enablement foundations. However, the quality of this assessment will depend on the thorough understanding of the terms. Therefore, occupational therapists could very well play an important role in this section.

5.7. Final reflections and closure

Currently, the South African ECD sector is being transformed and great efforts are made towards researching, establishing and implementing ECD programmes towards the holistic development of children from conception until going to formal schooling from the age of six. This advancement has been pushed for years from a number of organisations and researchers. However, as the ECD sector is making progress in leaps and bounds, especially considering the children, the mothers and the caregivers, it is also imperative to pay attention to the ECD practitioners already placed in ECD centres and trying their best to make a difference in their communities. This study has shown that these ECD practitioners still need much assistance; and designed programmes developing their skill and knowledge through daily guidance have been deemed successful in doing so. For the holistic development of children and the ECD practitioners, a programme such as the CTP could be a valuable programme to consider in conjunction with other programmes. I would suggest presenting a variety of programmes to the ECD practitioners whilst attending to training them in adapting,

improvising and being creative in the facilitation thereof. This could enable them to tailor-make their ECD centre-based programmes.

It is true that ECD practitioners need to feel supported through monitoring and ongoing training sessions, as seen in the literature, other studies, other programmes and the findings of this study. However, I am of the opinion that we need to understand the importance of developing ECD practitioners into becoming confident, self-sustaining, creative, and proficient. We need to nurture a mind-set of professionalism and enable their occupation to the fullest. Only then will they take full agency of their ECD centre and fidelity towards their own growth and development as ECD practitioners. I believe that the ECD practitioners of South Africa are key not only towards the improvement of the ECD sector but the consistent factor involved with unswerving loyalty towards the children, whom will be there on the ground even after researchers tire of the topic.

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Appendices

Appendix A: Principal Permission Form

ECD Centre Principal Permission Form

A Postgraduate study is planned to find out how the Crosstrainer Programme enables the ECD practitioners in their occupation. This study will be conducted by myself, Adeleigh van der Westhuizen, within the Master's Programme of the University of the Free State, Occupational Therapy Department. This study will include interviewing the ECD practitioners trained in the Crosstrainer Programme (CTP) as well as obtaining their demographic information with the use of a questionnaire.

The aim of this document is to invite the centre to participate in the study and to obtain permission to include the ECD practitioner(s) of this ECD centre in the study.

Ethical aspects

Note the following important points upon giving permission to allow the ECD centre to participate in the study:

- **Confidentiality:** All information obtained from the study will be kept confidential. All personal information of the participants and ECD centres will be excluded from results of the study. Participants and ECD centres will be numbered.
- **Safety:** The safety of the participants will as far as possible be ensured by seeing the ECD practitioners at their specific ECD centres during the initial contact sessions and the semi-structured interviews.
- **Integrity:** I, the researcher, will follow the code of conduct of the Department of Occupational Therapy at the University of the Free State as well as the code of conduct of the Health Professionals Council of South Africa (HPCSA), ensuring the integrity of the participant is not violated or damaged.
- **Remuneration:** There will be no remuneration or payment for participation in this study for neither the participant nor the ECD centre.
- **ECD centre:** The ECD centre that does not participate in the study will not be negatively impacted in any way and will not be withheld from any service the NWU nor Crossroads wish to provide.
- **Study results:** A compact report will be given to each participant displaying the results, conclusions and suggestions derived from the interviews. All results will be made available to the Crossroads Educational Foundation NPO, still within confidentiality of the participants.

I also declare my professional involvement with the Crossroads Educational Foundation in order to prove my dedication towards the trustworthiness of the research project and the ethical conduct throughout the process of the study. I have been employed for the purpose of researching the Crosstrainer Programme since July 2015.

The study will include a questionnaire, an interview and member checking at a later stage.

A **questionnaire** will be handed to each participant to gather her personal and demographic information. It will be available in both English and Setswana.

The **interview** will occur after the questionnaire to gather information by having discussions regarding the CTP, directly concerning the research question. These discussions will be recorded on audiotape. During the interviews, a translator will directly translate the question to the participants and their answer back to me. This will allow the participants to explain their answer in Setswana or English to help them feel more comfortable in the process.

Member checking will occur at a later stage in the year. This will allow me to follow up on the information that I have received in the interview and ensure that I have understood and summarised the findings correctly. An appointment will be made with the participant later in the year.

A maximum time of two hours can be expected for completing the questionnaire and the interview. The member checking (later in the year) may take up to 30 minutes.

There will be no costs involved for the ECD centre.

Informed consent will be obtained from the ECD practitioners to participate in the study. The ECD practitioner may then, upon receiving all the necessary information, freely decide to participate in the study or not.

Please contact the Health Sciences Research Ethics Committee of the University of the Free State at (051) 4052812 for any enquiries regarding the ethical aspects concerning this study.

Therefore, upon learning of the mentioned information regarding this planned study, kindly complete the following permission form.

By completing this form, you, as the principal, give permission for the ECD centre to participate in the study provided approval of the study is attained from the Health Sciences Research Ethics Committee of the University of the Free State of the University of the Free State.

Name of the centre: _____

Name of principal: _____

Name of the ECD practitioners trained in the
Crosstrainer Programme: _____

I have read through the information and understand what I can expect from the study

Yes

No

I understand that I may freely decide to allow this ECD centre to participate in this study and that my decision will not cause any form of penalty

Yes

No

I, _____, hereby give permission for the above-mentioned ECD centre to participate in this study provided approval of the study is attained from the Health Sciences Research Ethics Committee of the University of the Free State of the University of the Free State.

Signature: Principal



Signature: Ms Tlholoe-Megalane (Translator)

Where applicable

Appendix B: Participant Information Documents

Participant Information Document

Title of the study

Towards Occupational Enablement:
Experiences of the ECD Practitioners Regarding the Crosstrainer Programme

Purpose of the study

The purpose of the research is to **describe the perceptions of the ECD practitioners regarding the occupational enablement through the Crosstrainer Programme (CTP).**

In other words, I am doing this study to find out how the Crosstrainer Programme (CTP) has helped you to do your job as an ECD practitioner by finding out what your opinion is about it. I will do this by asking you about the aspects of the CTP that helps you to do your job or improves your ECD centre and about the aspects that make it more difficult to do your job. This will help the Crossroads Educational Foundation to know how to improve the CTP and if it is a good programme to continue teaching other ECD practitioners.

Executing the study

The study will involve completing a questionnaire, an interview and member checking.

A **questionnaire** will be handed to each participant to gather her personal and demographic information. It will be available in both English and Setswana.

The **interview** will occur after the questionnaire to gather information by having discussions regarding the CTP, directly concerning the research question. These discussions will be recorded on audiotape. A translator will translate each question from English to Setswana to the participant. When answering the question, the participant may answer in either English or Setswana. The translator will then translate all the answers given in Setswana to English.

I will arrange a time with each participant to meet her at the ECD centre where she is working to have the interview with her and ask her to complete the questionnaire.

Member checking will occur at a later stage in the year. This will allow me to follow up on the information that I have received in the interview and ensure that I have understood and summarised the findings correctly. An appointment will be made with each participant later in the year.

To gather as much as possible information I am going to include 16 ECD practitioners.

Information

The following information is important to take note of before consenting to participate in the study.

Potential advantages of the study for the participant and the other persons

There will be no direct advantages for the participants. However, the information received during the interviews will be made available to all the participants to gain better knowledge and understanding of the CTP.

This study could potentially help towards improving the CTP and the training, which will benefit all practitioners and children using the programme.

Risks and foreseeable discomfort for the participant

There are no known risks that could be caused by participating in this study.

The interview will take around one to one and a half hours to complete and another 30 minutes to complete the questionnaire. This will mean that a total of two hours will have to be allocated to participating in the study. The member checking will occur later in the year, which can be expected to take up to 30 minutes. Planning for this time might not be an easy task and we will make effort to help you in doing so by choosing the best suitable time for you.

Participation in the study

Upon receiving all the necessary information, you may freely decide to participate in the study or not.

If you do not wish to participate in the study, you and your ECD centre will not be penalised or negatively impacted. You and your ECD centre will in this case also not be withheld from any services from the NWU nor the Crossroads Educational Foundation.

All information obtained will be treated as confidential.

There are no costs involved for you or the ECD centre involved in the study.

There will be no remuneration or payment for participating in the study.

Results of the study

The results may be published and presented at any future meeting/congress.

All results will be made available to the Crossroads Educational Foundation.

A compact report will be given to each participant displaying the results, conclusions and suggestions derived from the interviews.

I also declare my professional involvement with the Crossroads Educational Foundation in order to prove my dedication towards the trustworthiness of the research project and the ethical conduct throughout the process of the study. I have been employed for the purpose of researching the Crosstrainer Programme since July 2015.

Contact details

Name	Contact number	Email address
Researcher Ms Adeleigh van der Westhuizen	073 233 2518	adeleigh7@gmail.com
Crossroads Educational Foundation	082 611 2151	
UFS Health Sciences Research Ethics Committee (HSREC) Mrs M Marais	051 401 7795	ethicsfhs@ufs.ac.za

Dintlha tsa batsaya karolo

Ntlha kgo lo ya thuto

Towards Occupational Enablement: Experiences of the ECD Practitioners Regarding the Crosstrainer Programme

Maikemisetso a thuto

Maikemiso a patlisiso ke go **tlhalosa maeno a barutabana ba die creech goya ka thuto ya Crosstrainer Programme (CTP).**

Kamafoko amangwe, ke dira dipatsisiso go bona gore CTP ego thusitse jaan go dira tiro yago ka sebele jaaka morutabana wa creech ka go bona maikemesetso a gago. Ketla dira se ka go go botsa ka dintlha tsa CTP gore digo thusa go dira tiro yago kgotsa goetlhabolla creech le dintlha tse di dirang tiro yago bokete. Sena setla thusa Crossroads Educational Foundation goise go tlhabolla CTP le gore programa eka tswella kwa di creecheng tse dingwe.

Kgotsa e miswe

Thuto etla tsenyeletsa gofeleletsa dipotso le maikutlo a batsaya karolo.

Babotsa dipotso batla fana ka monyetla go batsaya karolo. E tla fumanwa ka English le Setswana.

Dipatlisiso morago ga dipots ba tla kopanya dintlha ka CTP goya ka dipatlisiso le dipotso. Puisano e etla gatisowa.mofetola mafoko o tla fetola lefoko lengwe le lengwe gotswa go English goya Setswaneng. Fa o aroba dipotso motsayakarolo a ka aroba ka English kgotsa Setswana. Mofotola puo o tla felolela dikarobo tsotlhe tsa Setswana go English.

Ketla rulaganya nako le motsaya karolo go kopanela mo creech mo a dirang gona go nna le puo le ene go tlatsa dipotso.

Batsaya karolo maikutlo a bona atla tlhagelela mogare ga ngwaga. Se setla ntumella go latella dintlha tsotlhe tse kedi filweng mo dipaisang legore kedi tlhalogantse sentle. Kopano etla dirwa leba tsaya karolo mo ngwageng.

Go kopanya dintlha ketlile go tsenyeletsa barutabana ba 16 badi creech.

Bopaki

Bopaki bobolatelang bobtlhokwa pele batsaya karolo batsanela thuto e.

Botlhokwa ba thuto go motsaya karolo le batho babangwe

Gagona motsaya karolo otlileng go tselwa fatshe. Bopaki botlhe botlile go fiwa batsaya karolo go itse le gotlhalo ganya CTP.

Bopaki bo boka thusa go tlhabolla CTP le barutabana le bana go dirisa programa.

Kotsi le kगतello gobatlhokisa bonno ga batsaya karolo mo dithutong tse

Gago kitla gonna le kotsi eka tswang ke motsaya karolo mo dithutong tse.

Dipatlisiso ditlile go tsaya wara le halofo go feleletsa dipotso. Se se bolela di awara tse pedi go motsaya karolo ya dithuto tse. Maikuflo a motsaya karolo a ka tlhagella mo ngwageng se se ka tsaya metsotso e 30. Pakanyetso ya nako e e keke yanna selo se bonolo, e kago batla matsapa go dira se. Le nako e bakeng sa gago.

Batsaya karolo mo thutong

Morago ga gore o fiwe dintlha tsotlhe o kana wa nagana gore otsaya karolo kgotsa nyaa.

Fa osa batle go tsaya karolo wena le creeche gael kitla le iwa katlholo kgotsa go buiwa bopuka. Wena le creeche yago gale kitla le ganelwa mo NWU le Crossroads Educational Foundation.

Dintlha tsotlhe etla nna sephiri.

Ga gokitla gonna le tuelo mogo wena le creech mo dithutong.

Go kitla o batliwa madi gotsaya karolo mo dithutong.

Matshwao a thuto

Matshwao kgotsa dipholo dika gasiwa mo bokamosong le modikopanong.

Dipholo dikafitlhelwa mo Crossroads Educational Foundation.

Repoto etla fiwa batsaya karolo ya dipholo le di tshwetso tsa dipatlisiso.

Ka ikana gore dithuto tsane le Crossroads Educational Foundation go bontsha botshepegi bane mo dithutong. Ke thapilwe ka go batlisisa CTP go tloga ka July 2015.

Dinomoro tsane

Maina	Nomoro tsa mogala	Email address
Patlisiso Ms Adeleigh van der Westhuizen	073 233 2518	adeleigh7@gmail.com
Crossroads Educational Foundation	082 611 2151	
UFS Health Sciences Research Ethics Committee (HSREC) Mrs M Marais	051 401 7795	ethicsfhs@ufs.ac.za

Appendix C: Participant Consent Forms

Participant Consent Form

Title of the study

Towards Occupational Enablement: Experiences of the ECD Practitioners Regarding the Crosstrainer Programme

As you have read in the information leaflet, you may freely decide to participate in the study or not. If you have decided to participate in the study, kindly complete this form giving consent to participate in the study voluntarily.

Name of ECD centre _____

Name and surname _____

*Please tick the box on the right for each statement that is **correct**:*

1. I have read through the information document attached
2. I understand that I may freely decide to participate in this study
3. I understand that I may choose to withdraw from the study at any point without any negative consequences
4. All information obtained will be treated as confidential
5. There are no costs involved for you or the ECD centre involved in the study
6. There will be no remuneration or payment for participating in the study
7. The results may be published and presented at any future meeting/congress
8. All results will be made available to the Crossroads Educational Foundation
9. A summary of the results will be given to all the participants
10. I would like to participate and give consent to be included in the study

Participant signature _____ Date _____

Witness signature _____ Date _____

Foromo ya motsaya karolo

Ntlha kgo lo ya thuto

Towards Occupational Enablement: Experiences of the ECD Practitioners Regarding the Crosstrainer Programme

Fao badile dintlha, o ikutlwa olokogile gotsaya karolo modithutong tse, tlatsa foromo ka goithaopa.

Leina le creeche _____

Leina le sefane _____

Kopa o tshwaye ntlha e siameng

- | | |
|--|--------------------------|
| 11. Keadile dintlha tsotlhe | <input type="checkbox"/> |
| 12. Ke tlhaloganya gore kelokogile go tsaya karolo | <input type="checkbox"/> |
| 13. Ke tlhaloganya gore nka tswa nako ngwe lengwe | <input type="checkbox"/> |
| 14. Dintlha tsotlhe etla nna <u>sephiri</u> | <input type="checkbox"/> |
| 15. Ga gona <u>dituelo</u> gotswa go wena le creeche modithutong | <input type="checkbox"/> |
| 16. Ga go <u>kitla</u> gonna le tuelo ya batsaya karolo | <input type="checkbox"/> |
| 17. Dipholo ditla gaswa mobokamosong dikopanong | <input type="checkbox"/> |
| 18. Dipholo dika bonwa mo Crossroads Educational Foundation | <input type="checkbox"/> |
| 19. Dipholo ditla fiwa batsa karolo | <input type="checkbox"/> |
| 20. Nka rata go tsaya karolo le mo dithutong | <input type="checkbox"/> |

Tshaeno ya motsakarolo

Letlha

Tshaeno ya paki

Letlha

Appendix D: Interview Protocol

Interview Protocol

Describing the perceptions of the ECD practitioners regarding the occupational enablement through the Crosstrainer Programme

Date		August	2017
Interviewee number			
Interviewer	Ms Adeleigh van der Westhuizen		
Interpreter	Ms Emily Thloloe-Megalane		

Instructions

1 Introduction:

Thank you for agreeing to participate in this study.

Re lebogela go tsaya ka rolo mo thutong e.

2 The atmosphere should be comfortable. Make sure the participant and the translator is comfortable in their seating. Tea and coffee or juice will be offered here.

3 Set the participant at ease.

4 Remind the participant of the aim of the study:

The reason for the interview today is to hear your opinion.

Lebaka la kopano ke go uthwa maikutlo a gago.

Your opinion matters to us and we would like to hear what you think.

Mmono wago o botlhokwa mogo rona, legore onagana eng.

This will allow us to know if the CTP is helpful and where can we change or improve the programme.

sena re dira gore re itse fa CTP ele botlhokwa le mo reka fetolang gona.

Please be honest and feel free to be open about your thoughts.

Rekopa gore o gololosege o bue menagano ya gago.

5 Remind the participant that participation is voluntary:

Remember that you may decide freely to participate in this study.

Gopola gore o tsa karolo ka go ithaopa mo tlhaopa mo tlhotlhomisong e.

You may choose to discontinue at any point in time.

Okana wa tlhopa gore ga o tlhole o tswella nako nngwe le nngwe.

6 Recording:

The whole conversation will be recorded and I will be taking notes to help me work through the information later.

Puisano yotlbe e tla gatiswa, mme ke tla kwala mafoko fale le fale go nthusa ka tshedimosetso moragonyana.

7 Timeframe:

The duration is planned to be 1 hour. However, I am planning on listening as long as you want to speak.

Puisano ke ya ura e le nngwe mme fela o ka bua go fitlhela o fetsa, nna ke tla go reetsa.

The Interview Questions

Question 1: Ice Breaker

**What is your favourite part of being a practitioner?
*Kekarolo efeng eo eratang thata gonna morutabana?***

<hr/> <hr/>

Prompting

Spontaneous prompting and follow-up questions to set participant at ease

Follow-up Questions

1.1. What do you love most about your job?
Ke eng seo seratang thata ka tiro yago?

1.2. What caused you to become a practitioner?
Ke eng sese dirileng gore onne morutabana?

Question 2: Ice Melting

What is difficult about your job?
Ke eng seo saserateng ka tiro yago?

Prompting

Spontaneous prompting and follow-up questions

Question 3

How does the Crosstrainer Programme help you to do your job?
Ke eng seo CTP ego thusang ka sona go dira tiro yaga?

Prompting

Can you help me understand that statement?
Oka nthusa ka sona seo?

Follow-up Questions

3.1. What would be your favourite things about the CTP?
Ke eng seo ose ratang ka CTP?

3.2. Do you find that it helps you to know what to do with the children every day?
Onagana gore goa thusa gore oitse odirang ka bana letsatsi le letsatsi?

3.3. How do you incorporate your own choice within the CTP?
Otlisa jang ditlhopo tsagago moteng ga CTP?

3.4. How do you feel about your own responsibility with the CTP?
O bona maikarabelo a gago jang le CTP?

Question 4

How does the CTP make your job more difficult?
Ke tsela efeng eo CTP e dirang tiro yago bokete ka yona?

Prompting

Can you help me understand that statement?

Oka nthusa ka sona seo?

Did you choose to leave that part out of the programme?

Aoile wa tlhopha go tlogela karolo eomo programeng?

What have you done differently in that situation?

O direle eng se se farolaganeng mo maemong ao?

Follow-up Questions

4.1. What do you think should change in the programme?

Ke eng seo onaganang gore se fetogemo programeng?

4.2. How can the programme change to help you more/make it better?

Programa e ka fetoga jang go go thusa?

Question 5

**If you can think back before you started the CTP.
*Fa oka gopola morago pele o simolola ka CTP.***

**In which way(s) is your job different now?
*Ke tsela efeng eo tiro yago e fetogileng ka yona?***

Prompting

Do you feel that is a good or a bad thing?
Onagana gore ke selo se siameng kgotsa se se bosula?

Follow-up Questions

5.1. Since you have had the Crosstrainer Programme, how has it influenced your thoughts on the equipment that you need for activities?

Fae sale odirisa CTP e fetotse mogopolo wa gago jang mo metshamekong (di activities)?

5.2. Since you have had the Crosstrainer Programme, how has it influenced your time management?

Fae sale o dirisa CTP e tshwaetse jang mo tirisong ya gago ya nako?

5.3. Since you have had the Crosstrainer Programme, how has it influenced your own creativity or ideas?

Fae sale o dirisa CTP e tshwaetse jang mo bothakgeng (creativity) ba gago le mo dikakanyong tsa gago?

Question 6

**If you think about who you are as a practitioner.
*Fa onagana ka tsela eo o leng ka yona jaaka morutabana.***

**Can you tell me more about how you think you've grown?
*O ka mpolelela gore o godile gole go kae?***

Prompting

Spontaneous prompting and follow-up questions

Follow-up Questions

6.1. Do you feel the CTP has helped you grow as a practitioner?
A o ikutlwa e kare CTP e go thusitse go gola jaaka morutabana?

6.2. In which ways do you think so?
Ka tsela efeng o nagang jalo?

Question 7: Closing

**Is there anything else you would like to comment or express about the CTP?
*Go na le sengwe se o ka se buang kgotsa wa tshaela ka CTP?***

Thank you so much for taking the time to speak to me and allow me to hear you.

You have helped me to understand better. Now I hope that this time will bear fruit in future. Blessings to you and your centre.

...

Kegoleboga thata go tsa nako go bua lenna le go ntumella go go utlwa. O nthusitse gotlhaloganyana botoka. Jaang ke tshépa gore nako e tla nna le maungo mobokamosong. Ditshegofatso go wena le creeche ya gago.

Interview Protocol: Translator

Describing the perceptions of the ECD practitioners regarding the occupational enablement through the Crosstrainer Programme

Instructions

1 Introduction:

Thank you for agreeing to participate in this study.

Re lebogela go tsaya ka rolo mo thutong e.

2 The atmosphere should be comfortable. Make sure the participant and the translator is comfortable in their seating. Tea and coffee or juice will be offered here.

3 Set the participant at ease.

4 Remind the participant of the aim of the study:

The reason for the interview today is to hear your opinion.

Lebaka la kopano ke go utlwa maikutlo a gago.

Your opinion matters to us and we would like to hear what you think.

Mmono wago o botlhokwa mogo rona, legore onagana eng.

This will allow us to know if the CTP is helpful and where can we change or improve the programme.

Sena re dira gore re itse fa CTP ele botlhokwa le mo reka fetolang gona.

Please be honest and feel free to be open about your thoughts.

Rekopa gore o gololosege o bue menagano ya gago.

5 Remind the participant that participation is voluntary:

Remember that you may decide freely to participate in this study.

Gopola gore o tsa karolo ka go ithaopa mo tthaopa mo thotlhomisong e.

You may choose to discontinue at any point in time.

Okana wa tlhopa gore ga o tthole o tswella nako nngwe le nngwe.

6 Recording:

The whole conversation will be recorded and I will be taking notes to help me work through the information later.

Puisano yotlhe e tla gatiswa, mme ke tla kwala mafoko fale le fale go nthusa ka tshedimosetso moragonyana.

7 Timeframe:

The duration is planned to be 1 hour. However, I am planning on listening as long as you want to speak.

Puisano ke ya ura e le nngwe mme fela o ka bua go fitlhela o fetsa, nna ke tla go reetsa.

The Interview Questions

Question 1: Ice Breaker

What is your favourite part of being a practitioner?
Kekarolo efeng eo eratang thata gonna morutabana?

Prompting

Spontaneous prompting and follow-up questions to set participant at ease

Follow-up Questions

1.2. What do you love most about your job?
Ke eng seo seratang thata ka tiro yago?

1.2. What caused you to become a practitioner?
Ke eng sese dirileng gore onne morutabana?

Question 2: Ice Melting

What is difficult about your job?
Ke eng seo saserateng ka tiro yago?

Prompting

Spontaneous prompting and follow-up questions

Question 3

How does the Crosstrainer Programme help you to do your job?
Ke eng seo CTP ego thusang ka sona go dira tiro yaga?

Prompting

Can you help me understand that statement?
Oka nthusa ka sona seo?

Follow-up Questions

3.1. What would be your favourite things about the CTP?
Ke eng seo ose ratang ka CTP?

3.2. Do you find that it helps you to know what to do with the children every day?
Onagana gore goa thusa gore oitse odirang ka bana letsatsi le letsatsi?

3.3. How do you incorporate your own choice within the CTP?
Otlisa jang ditlhopo tsagago moteng ga CTP?

3.4. How do you feel about your own responsibility with the CTP?
O bona maikarabelo a gago jang le CTP?

Question 4

How does the CTP make your job more difficult?
Ke tsela efeng eo CTP e dirang tiro yago bokete ka yona?

Prompting

Can you help me understand that statement?

Oka nthusa ka sona seo?

Did you choose to leave that part out of the programme?

Aoile wa tlhopha go tlogela karolo eomo programeng?

What have you done differently in that situation?

O direle eng se se farolaganeng mo maemong ao?

Follow-up Questions

4.1. What do you think should change in the programme?

Ke eng seo onaganang gore se fetogemo programeng?

4.2. How can the programme change to help you more/make it better?

Programa e ka fetoga jang go go thusa?

Question 5

If you can think back before you started the CTP.
Fa oka gopola morago pele o simolola ka CTP.

In which way(s) is your job different now?
Ke tsela efeng eo tiro yago e fetogileng ka yona?

Prompting

Do you feel that is a good or a bad thing?

Onagana gore ke selo se siameng kgotsa se se bosula?

Follow-up Questions

5.1. Since you have had the Crosstrainer Programme, how has it influenced your thoughts on the equipment that you need for activities?

Fae sale odirisa CTP e fetotse mogopolo wa gago jang mo metshamekong (di activities)?

5.2. Since you have had the Crosstrainer Programme, how has it influenced your time management?

Fae sale o dirisa CTP e tshwaetse jang mo tirisong ya gago ya nako?

5.3. Since you have had the Crosstrainer Programme, how has it influenced your own creativity or ideas?

Fae sale o dirisa CTP e tshwaetse jang mo bothakgeng (creativity) ba gago le mo dikakanyong tsa gago?

Question 6

If you think about who you are as a practitioner.

Fa onagana ka tsela eo o leng ka yona jaaka morutabana.

Can you tell me more about how you think you've grown?

O ka mpolelela gore o godile gole go kae?

Prompting

Spontaneous prompting and follow-up questions

Follow-up Questions

6.1. Do you feel the CTP has helped you grow as a practitioner?

A o ikutlwa e kare CTP e go thusitse go gola jaaka morutabana?

6.2. In which ways do you think so?

Ka tsela efeng o nagang jalo?

Question 7: Closing

Is there anything else you would like to comment or express about the CTP?

Go na le sengwe se o ka se buang kgotsa wa tshaela ka CTP?

Thank you so much for taking the time to speak to me and allow me to hear you. You have helped me to understand better. Now I hope that this time will bear fruit in future. Blessings to you and your centre.

...

Kegoleboga thata go tsa nako go bua lenna le go ntumella go go utlwa. O nthusitse gotlhaloganya botoka. Jaang ke tshepa gore nako e tla nna le maungo mobokamosong. Ditshegofatso go wena le creeche ya gago.

Appendix E: Questionnaire

Questionnaire / *Babotswa*

Dear participant

Thank you for taking the time to complete this questionnaire. Kindly complete the questions by writing the answers in each block. Try not to leave out any questions. I trust that you will answer truthfully and that you may feel safe to answer the questions.

...

Go – batsaya karolo

Relebaga go tsaya nako go araba dipotso tse. Rekopa o arabe dipotso ka go kwala mo lebokosong lengwe le lengwe. Leka gore oseke wa tlogela potso epe morago. Ke tshepa gore o tla araba ka nnete legore o tla ikutlwa o gololegile go araba dipotso.

Demographic Information / *Dipatlisiso tsa Thuto*

By completing this section you give final agreement to participate in the study
Kago tlasa karolo e o fana ka tumalano go tsaya karolo mo ditlhotlhomisong

Please complete all the personal questions in the following section:

Rekopa opeletse dikolo tsa dipotso ka wena mo karolonge:

Personal information / *Dintlha dikgo lo ka nna*

What is your age:

Dijara tsago dikae:

Main home language / *Puo ya mogae:*

(choose from the list below which language you mainly speak at home)

(tlhopa motlasepuo e oibuangmo gae)

Setswana

English

Other / *tse dingwe:* _____ (please specify / *kopa otlhalose*)

Highest grade/standard passed in school:

Thuto/standate se osepasitseng: _____

Have you completed any tertiary schooling?

O feditse thuto ya sekolo ya thuto e ko go dimo?

Yes / *eya*

or / *kgotsa*

No / *nyaa*

Have you completed any ECD level training?

O feditse thuto ya borutabana?

Yes / *eya*

or / *kgotsa*

No / *nyaa*

If yes, which levels?

Fa ele gore eya, ke leleve efeng?

ECD Level

ECD Level

ECD Level

ECD Level

ECD Level

How long have you worked as an ECD practitioner?

O dirile nako ekae jaaka morutabana wa bana?

0-5 years / *dingwaga*

6-10 years / *dingwaga*

11-15 years / *dingwaga*

more than 15 years / *go feta dingwaga tse 15*

How often do you use the Crosstrainer Programme?

O dirisa programa ya Crosstrainer ga kae?

Every day / *letsatsi le letsatsi*

2-3 times a week / *gabedi goya gararo mobekeng*

- once a week / *ganosi mobekeng*
- once every 2 weeks / *ganosi morago ga beke tse pedi*
- once a month / *ganosi mokgweding*
- less than once a month / *mo tlase ga ganosi mo kweding*

Please complete all the following questions related to the ECD centre you are working at:
Kopa otlatse dipotso tsotlhe goya ka creche eo dirang mogo yona:

ECD centre information / *dintlha dokgolo ka creche*

Name of the ECD centre:

Leina la creche: _____

Main teaching language at the ECD centre:

Puo e kgolo e go rutwang ka yona mo creche:

- Setswana
- English
- Other / *tse dingwe:* _____ (please specify / *kopa otlhalose*)

Secondary teaching language at the ECD centre:

Puo ya bobedi e go rutiwang ka yone:

- Setswana
- English
- Other / *tse dingwe:* _____ (please specify / *kopa otlhalose*)

Is there running water at the ECD centre?

A gonale metsi mo creche?

Yes / *eya* or / *kgotsa* No / *nyaa*

What type of building would you classify the ECD centre as?

Ke tsela efeng eo katlhalosang kago ya creche ya lona?

A shack / *makhukhu*

A concrete building / *kago ya kongkreite*

A church building / *kereke*

Other / *tse dingwe*: _____ (please specify / *kopa otlhalose*)

Would you say that the ECD centre has the basic equipment that is necessary for early childhood development?

Ao kare creche ya lona enale dilo tse tlhokwang ke ngwana mokgolong ya gage?

Yes / *eya* or / *kgotsa* No / *nyaa*

How many people work at the ECD centre?

Ke batho baba kae ba badirang mo creecheng? _____

How many ECD practitioners work at the ECD centre?

Ke barutabana baba kae ba badirang mo creecheng? _____

How many classes do you have at the ECD centre?

Le nale diphaposi dile kae mo creecheng ya lona? _____

Which of the following age groups are at your ECD centre?

Ke efeng ya dingwaga tse lenang le tsona mo creecheng ya lona?

0-2 years / *dingwaga*

3-4 years / *dingwaga*

5-6 years / *dingwaga*

older than 6 years / *go feta dingwaga tse 6*

Appendix F: Member Checking Instructions

Member Checking Instructions

The following instructions will be given to the participant during the review in order to ensure that the participant is comfortable and understands what can be expected.

Thereafter, specific statements derived from the interview and the coding process will be read to the participant. After each statement I shall ask the participant whether I am on track or whether I understood her correctly. If yes, I shall continue to the next statements. If no, I shall allow the participant to elaborate and make the decision whether it should only be altered or completely left out. In the end I shall ask the participant whether she would like to add any new comments.

Instructions

Welcoming

The reason for this interview is to make sure that I understood you correctly during our first interview. I would like to give you the opportunity to correct me or confirm and approve what I understood from you.

Lebaka la dipatlisiso ke go dira bonnete gore keale tlhaloganya. Mo dipatlisisong tsa rona tsantlha kerata golefa tshono go. Mpankanya le go ne tafatsa seo kese tlhalogonyang gotswa go lona.

During this interview I am going to read to you some statements.

Ka nako ya di patlisiso tse ke tlile gole balla dintlha dingwe.

These statements are statements that I generated from the interview that you and I have.

Ntlha e ke ntlha e ke bileng le yona modipatlisisong tse ke bileng le lona le tsona.

However, some statements are your direct words and others are statements that I wrote based on what I understood from you.

Dintlha tse dingwe ke mafoko alona tse dingwe ke dintlha tse ke dikwadileng di ekantse ka seo kese tlhalogonyang mogo lona.

I shall read you each statement in English. After that it will be translated to Setswana.

Ke tlale buisetsa ntlha engwe ka English morago Setswana.

I will give you a chance after each statement to tell me if you agree or disagree with the statement.

Ke tla lefa nako morago ga ntlha gore lempolelle gore la dumalana kgotsa la ganana le utlha.

If you say 'yes', you agree, we shall continue to the next statement.

Fa lere la dumalana re tla tswella montlheng e latelang.

If you say 'no', you do not agree, I shall allow you to explain why not. You can also tell me if you think I should rather take that statement out completely or just change it.

Fa lere nyaa gale dumelane ke tla kopa tlhaloso goreng le sa dumalane. Le kana lampolelela gore ke fetole ntlha eo kgotsa etswe gotlhelele.

After all the statements have been read, you will be allowed to add new comments.

Morago ga gore dintlha dibalwe, otlala dumelwa gore o fane ka maikutlo ago.

Do you have any questions?

Onale potso engwe?

Appendix G: Translator Training

Translator Training Session

Thank you for your willingness to help me with this research. I really appreciate the time and effort that you always put into the community and with me.

The session

The following can be expected for each session:

1. Tea/juice and biscuits: available during the whole session.
2. Introduction: explain to the practitioner what can be expected. Make sure she is comfortable and relaxed.
3. Questionnaire: it might be necessary to assist some practitioners with it.
4. Interview: with translation and audio recorder.

The role of the translator

The main role of the translator will be to translate everything that was said directly and close to the original phrase as possible.

Translation should not be confused with interpretation, where in interpreting someone's response may change the direct wording of the question/response.

During the questionnaire, the translator may need to assist the practitioner in understanding some of the questions. During this, the translator has free range to explain as she thinks best to help the practitioner understand the question.

During the interview, the translation rules are a little stricter. For ethical reasons and for the trustworthiness of the research, it is important to stay disciplined in translating the phrases directly from the interviewee to interviewer and vice versa.

Each English question already has a corresponding Setswana question, which should be followed to a T. However, it may be necessary to ask a follow-up question regarding the practitioner's response. In this case the translator should as translate the question as closely to the English question as possible.

The Setswana responses of the practitioner should be translated to English as closely to the original answer as possible. If the practitioner answers in English, there is no need to translate the answer.

Practical aspects

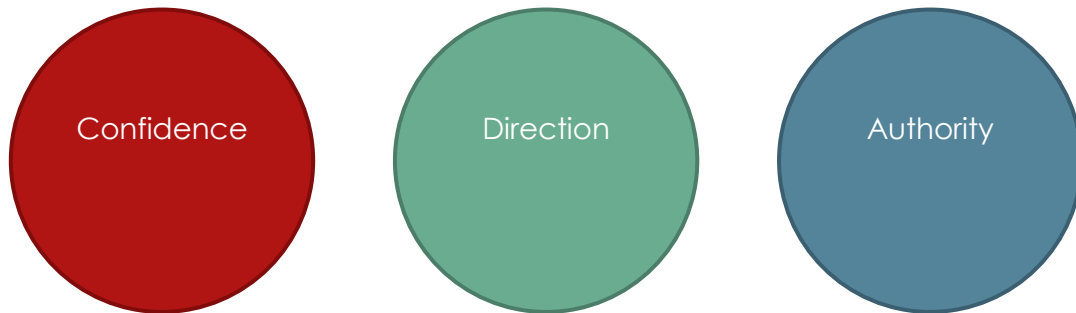
- All interviews will be recorded with two audio recorders, which will later be used to transcribe all the answers received from the practitioners.
- The tea-time, questionnaire, interview and travelling should take about 1 and ½ hours to complete.

Appendix H: Analytic Memos

My coding notes

For the purpose of documenting my thoughts on the interview data generated.

After transcribing the interviews and completing the participant reviews, the three words that stand out in my mind are confidence, direction and authority.



What I have noticed is a lot of these women **saw a need** in the community for a centre to look after the children and decided to act on that because they have a **passion and a love for children**.

Despite this, because they felt that they had no real training in this, they had felt that they had very little **confidence in teaching/developing children**. In some cases, they had colleagues that had ECD level training, where they had no training whatsoever, and they felt that they could not step out to run their classrooms and really had little **confidence** and **authority** to do so. Leah (Anna) felt that even though she knew her love for children were way more a reality than that of her trained colleague, she felt she had **no real authority to stand in front of the class**. She mainly **stayed in the background**.

She said that after she was trained in the CTP, she actually felt that she had the confidence to stand in front of her class. She even noticed that some of her children were “proud” of her. She even feels that she can get more done than her colleague because she loves children and doubts that of her colleague.

So many of these women used the word “blank”. They mentioned that they really felt that they did not have any ideas, **did not have any direction in what to do or how to teach the children**. Some often felt the need to go buy toys that they could not afford or to repeat lessons without any real reason other than not having any idea what to do. Some even mentioned that they actually thought all they had to do was to make sure the children eat, sleep, sing, play and go home safely at the end of the day. Many didn't even know that the children can and **should be developed according to their age**. Nor did they know that they could have a part to play in their development.

I realised that many of these women felt incompetent to run an ECD centre without the help of someone trained in ECD. Furthermore, some even felt incompetent despite their training. Pakiso (Cathy) completed the ECD level 1 training and felt that it only helped her to know how to manage a centre but it taught her nothing as to what to actually do in terms of teaching and developing children.

I honestly, at this point of writing down my thoughts, find this atrocious. And no, I am not being melodramatic. I feel that we don't get upset enough about this. Every year we are losing valuable time in developing and making an impact in these children's lives and we somehow don't see that these children in a few years will be the generation making decisions as to how our country should be run, how our children should be raised and taught and what to do with our resources. These children are going to be the teachers, lawyers, public transportation workers, road builders, doctors, nurses, caregivers, carpenters and some homeless. We don't think that the measure to which we take this seriously will LITERALLY impact our whole future, their whole future and the future of our country and even our world. We should stop under-reacting and start reacting. Okay, I just had to get that off my chest. Listening to these women, I feel I understand the **imbalance between the need and the resources, between the love for children and the knowledge to do something about it and between the passion for education and the confidence to act upon it.**

This makes me think of another issue that was brought to light during the interviews:



The lack of resources is something that really has made the job of developing and nurturing this young generation a difficult one.

- Funds for equipment
- Funds for nutrition
- Funds for development

Although these centres have been assisted by sponsors, they are completely dependent on sponsorship and the unstable income from the monthly fees. Parents often do not pay the centres in time and some skip monthly payments. These women could, but wouldn't, show them away. They mostly say that they started the centre because of the need they saw in the community and the passion they have for children. For this very reason, most of these parents get away with not paying. Consequently there are **not enough funds to buy equipment nor to provide nutritious food.**

6 February 2018

Coding cycles

After reading the Coding Manual for Qualitative Researchers, I noticed a few things that are important when coding.

1. Everything gets coded, but not everything forms part of the data used in the results.
2. The researcher is ultimately responsible for the coding process(es) chosen to make sense of and code the data corpus.
3. Two cycles are often needed to create a tighter, more condensed list of codes within categories and themes.

What I initially intended to do, was to make sense of the data corpus. As I am a novice researcher, I needed to code everything in a way that came more natural to me and with minimal 'rules', if I can put it like that. I used a combination of Descriptive and In vivo coding. This combination gave me a confident and detailed layout of the information which helped me very quickly to start noticing the pattern, issues at hand and the overall feeling of the participants.

Appendix I: CTP Lesson Excerpts

Age 3

QUARTER 3 - LESSON 29

Pre - Lesson

1. Let the children sit in pairs, facing each other. Ask them to touch their friend's body parts, e.g.:
2. Touch your friend's nose.
3. Touch your friend's eye's carefully.
4. Touch your friend's mouth.
5. Touch your friend's ear.
6. Touch your friend's hair.
7. The children now draw a lazy eight (8) on their friend's back.
8. The children must now sit on a chair and make a lazy eight with their right feet and then with their left feet. Make sure that they cross the middle line of their bodies (e.g. foot goes from middle to the left side of their bodies and then to the right side of their bodies).

LESSON PLAN: Age: 3

LESSON 29: Insects

FINE CO-ORDINATION:

Small finger movement and ability.

You will need:

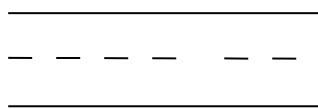
Worksheet attached, crayons, scissors, paper and clay.

Activity:

Divide the class into two groups.

In the one group each child must get a chance to follow with his/her finger between the lines on worksheet.

In the other group each child must draw a simple picture of a flower and a picture of a bee (the teacher can draw an example on a paper to show them how a bee and a flower looks like if they don't know). The child must draw two lines (that is 5 cm apart) between the flower and the bee and make small lines from the bee to the flower while staying between the 5 cm lines.



Give clay to the children and now let each child make a bee out of clay.

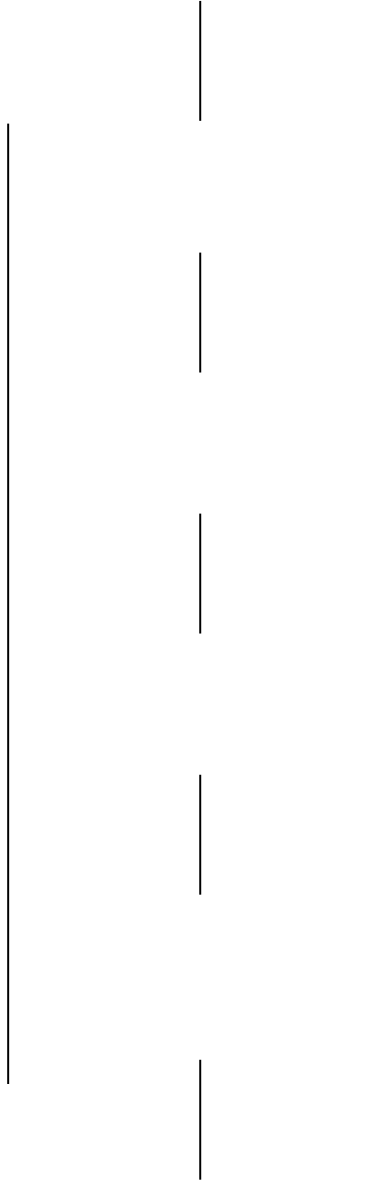
Bee: roll the clay in one ball (body) and two snakes (wings).



2x



1x



Age 4

QUARTER 3 - LESSON 29

Pre - Lesson

1. Let the children sit in pairs, facing each other. Ask them to touch their friend's body parts, e.g.:
2. Touch your friend's nose.
3. Touch your friend's eye's carefully.
4. Touch your friend's mouth.
5. Touch your friend's ear.
6. Touch your friend's chin.
7. Touch your friend's cheeks.
8. Touch your friend's forehead.
9. Touch your friend's hair.
10. The children now draw a lazy eight (8) on their friend's back.
11. Let the children draw a lazy eight (8) with both hands (arms straight) in the air. Make sure that they cross the middle line of their bodies.
12. The children must now sit on a chair and make a lazy eight with their right feet and then with their left feet. Make sure that they cross the middle line of their bodies (e.g. foot goes from middle to the left side of their bodies and then to the right side of their bodies).

LESSON PLAN: Age: 4

LESSON 29: Insects

FINE CO-ORDINATION:

Small finger movement and ability.

You will need:

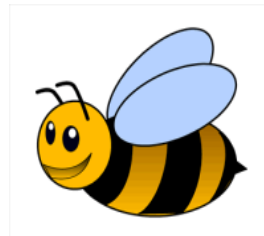
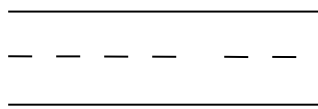
Worksheets attached, crayons, scissors, paper and clay.

*Note: the teacher needs to make one spider drawing for each child before the class starts.

Activity:

Divide the class into two groups.

In the one group each child must get a chance to follow with his/her finger between the lines on worksheet. After this each child must draw a simple picture of a flower and a picture of a bee (the teacher can draw an example on a paper to show them how a bee and a flower looks like if they don't know). The child must draw two lines (that is 4 cm apart) between the flower and the bee and make small lines from the bee to the flower while staying between the 4 cm lines.



The other group of children must do worksheet 10.12. Let the children colour in the picture of the spider (drawn by the teacher). Now the child should cut along the solid lines of the picture and after that fold the paper on the dotted lines (this is to form the legs of the spider). Now let the two groups change and do the other activity.

Give clay to the children and now let each child make a bee out of clay.

Bee: roll the clay in one ball (body) and two snakes (wings).



2x



1x



A vertical writing line consisting of two solid outer lines and a dashed middle line, intended for handwriting practice.



Age 5

QUARTER 3 - LESSON 29

Pre - Lesson

1. Let the children sit in pairs, facing each other. Ask them to touch their friend's body parts, e.g.:
2. Touch your friend's nose.
3. Touch your friend's eye's carefully.
4. Touch your friend's mouth.
5. Touch your friend's ear.
6. Touch your friend's chin.
7. Touch your friend's cheeks.
8. Touch your friend's forehead.
9. Touch your friend's hair.
10. The children now draw a lazy eight (8) on their friend's back.
11. Let the children draw a lazy eight (8) with both hands (arms straight) in the air. Make sure that they cross the middle line of their bodies.
12. The children must now sit on a chair and make a lazy eight with their right feet and then with their left feet. Make sure that they cross the middle line of their bodies (e.g. foot goes from middle to the left side of their bodies and then to the right side of their bodies).

LESSON PLAN: Age: 5

LESSON 29: Insects

FINE CO-ORDINATION:

Small finger movement and ability.

You will need:

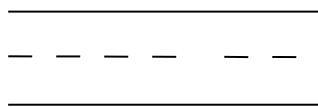
Worksheets attached, crayons, scissors, paper and clay.

*Note: The teacher needs to make one spider drawing for each child before the class starts.

Activity:

Divide the class into two groups.

In the one group each child must get a chance to follow with his/her finger between the lines on worksheet 10.63. After this each child must draw a simple picture of a flower and a picture of a bee. (The teacher can draw an example on a paper to show them how a bee and a flower looks like if they don't know). The child must draw two lines (that is 3 cm apart) between the flower and the bee and make small lines from the bee to the flower while staying between the 3 cm lines.



The other group of children does worksheet 10.12. Let the children colour in the picture of the spider (drawn by the teacher). Now the child should cut along the solid lines of

the picture and after that fold the paper on the dotted lines (this is to form the legs of the spider).

Now let the two groups change and to the other activity.

Give clay to the children and now let each child make a spider out of clay.



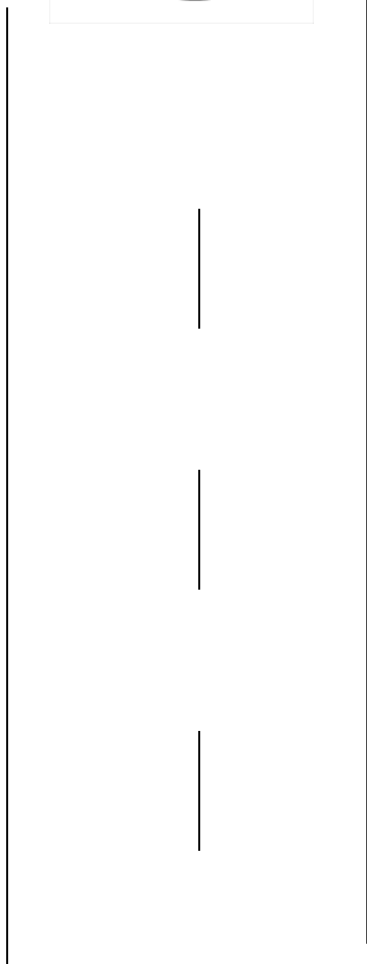
Spider: roll the clay in one ball (body) and eight snakes (legs).



8x



1x



Age 6

QUARTER 3 - LESSON 29

Pre - Lesson

1. Let the children sit in pairs, facing each other. Ask them to touch their friend's body parts, e.g.
2. Touch your friend's nose.
3. Touch your friend's eye's carefully.
4. Touch your friend's mouth.
5. Touch your friend's ear.
6. Touch your friend's chin.
7. Touch your friend's cheeks.
8. Touch your friend's forehead.
9. Touch your friend's hair.
10. The children now draw a lazy eight (8) on their friend's back (see lesson 20, Quarter 2).
11. Let the children draw a lazy eight (8) with both hands (arms straight) in the air. Make sure that they cross the middle line of their bodies.
12. The children must now sit on a chair and make a lazy eight with their right feet and then with their left feet. Make sure that they cross the middle line of their bodies (e.g. foot goes from middle to the left side of their bodies and then to the right side of their bodies).
13. Show the children the "X/x" worksheet attached. Let them make an "X/x" out of clay and write the letter in the air.

LESSON PLAN: Age: 6

LESSON 29: Insects

FINE CO-ORDINATION:

Small finger movement and ability.

You will need:

Worksheets attached, crayons, scissors, paper and clay.

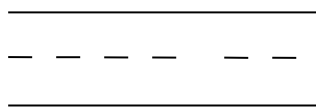
(*Note: the teacher needs to make one spider drawing for each child before the class starts.)

Activity:

Divide the class into two groups.

In the one group each child must get a chance to follow with his/her finger between the lines on worksheet. After this each child must draw a simple picture of a flower and a picture of a bee (the teacher can draw an example on a paper to show them how a bee and a flower looks like if they don't know). The child must draw two lines (that is 2 cm apart) between the flower and the bee and make small lines from the bee to the flower while staying between the 2 cm

lines.



The other group of children does worksheet 10.12. Let the children colour in the picture of the spider (drawn by the teacher). Now the child should cut along the solid lines of the picture and after that fold the paper on the dotted lines (this is to form the legs of the spider).

Now let the two groups change and do the other activity.

Give clay to the children and let each child make a spider and a bee out of clay.



Bee: roll the clay into one ball (body) and two snakes (wings).



Spider: roll the clay into one ball (body) and eight snakes (legs)



x/X



xylophone



Appendix J: Compact Report



Compact Report

Towards Occupational Enablement: Experiences of
the ECD Practitioners Regarding the Crosstrainer
Programme

By Adeleigh Homan
2018

Introduction

Early Childhood Development (ECD) practitioners are important in the early learning and development of the children in their ECD centres. However, it has been found that ECD practitioners are not properly trained to do such work. The Crosstrainer Programme (CTP) aims at enabling the work of these ECD practitioners by providing training and lesson plans to help them become better at providing these services.

Although the CTP is designed to help, it was necessary to hear from the ECD practitioners about how the CTP helps them to be good ECD practitioners and where it can still improve. Therefore, a study was done to talk to the ECD practitioners that have been using the CTP for over two years so that the CTP help can be understood better.

Overview of the literature

Early Childhood Development (ECD) is an umbrella term that refers to the processes by which young children grow and flourish. These processes include policies and programmes with active involvement from parents, caregivers, ECD programmes, ECD centres, and ECD practitioners. It aims to protect the right of children to develop to their full potential and is crucial towards the holistic development and success of children.

Currently, the typical ECD setup in rural areas results in a large number of children being deprived of essential ECD services. About 63% of South African children under the age of six live in poverty.

Although the government is making great effort to improve the ECD setup, children cannot wait for the changes. Therefore, the responsibility also lies with private and non-profit organisations.

The National Integrated Early Childhood Development Policy developed a comprehensive package of ECD services necessary to serve the Constitutional rights of South African children and their holistic development. Providing early learning opportunities is a crucial component in this package, prioritised for all children from birth to formal school going age. Children who attend good quality early learning programmes enjoy better school-readiness by the time they reach formal schooling.

To improve the South African ECD sector, specifically for rural areas, it is important to focus on developing ECD practitioners in becoming more capable.

Overview of the literature (continued)

ECD practitioner is defined a person working with children in an ECD centre who has been formally or informally trained to provide ECD services to children from birth to school-going age. South African ECD practitioners, especially in rural areas, have been found not properly trained to teach and develop these children at this vulnerable age and a great need for capable ECD practitioners have been recognised.

The **Crosstrainer Programme (CTP)** is such a programme that aims at training and supporting ECD practitioners and ultimately assisting in the necessary transformation of the ECD sector, specifically in rural areas where the need is greatest.

This study was done in an occupational therapy view.

Occupational Therapy is the art and science of enabling people to engage in occupations.

Occupations are not only jobs, but refers to all the activities people take part in. It is important for people's health and well-being.

Occupational therapy focusses on enabling occupation.

Enabling occupation refers to ways in which anything and any person helps or empowers a person to participate in occupation (all the activities of our daily lives).

The CTP is aimed at enabling the occupation of the ECD practitioners. But it was important to understand from the experiences of the ECD practitioners how much it enables their occupation and where it can improve to do so.

The participants

- ▶ ECD practitioners from Mahikeng
- ▶ All female
- ▶ Youngest: 37
- ▶ Oldest: 60
- ▶ Setswana and isiXhosa speaking women
- ▶ Level of schooling varied from Gr. 8 to Gr. 12
- ▶ 5 of the 9 have done ECD level training
- ▶ Their experience ranged from 2 to over 15 years in ECD
- ▶ Main teaching language at centre = Setswana
- ▶ The building of their centres varied from shacks to concrete buildings
- ▶ Not all the centres had running water
- ▶ Most use the CTP every day

9 ECD
practitioners
were included
in the study

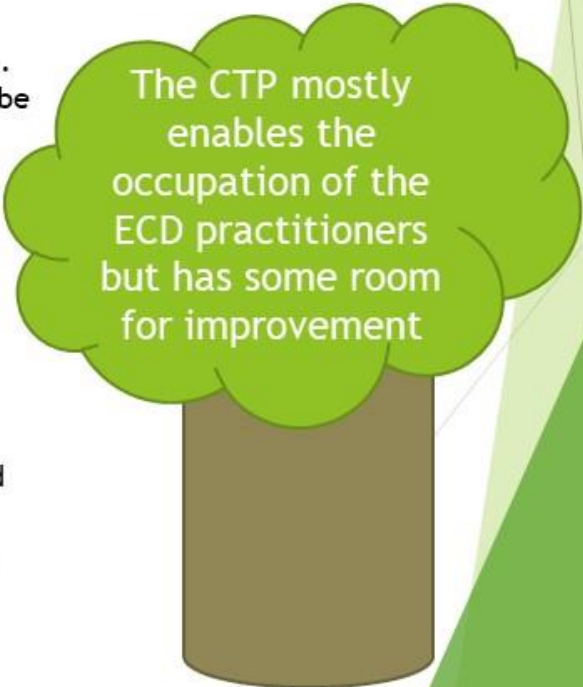
Summary of the findings

Ways in which the CTP **enables** occupation

- ▶ The CTP gives knowledge on developing and teaching children
- ▶ Boosts the confidence of the ECD practitioners
- ▶ Helps the ECD practitioners to grow
- ▶ CTP fills the gaps in the ECD level training
- ▶ Parents are more positive
- ▶ CTP changes thinking on what equipment is necessary for activities, which helps the ECD practitioners to improvise. Less equipment needs to be bought.
- ▶ CTP guides lessons
- ▶ CTP assists time management
- ▶ CTP lightens workload
- ▶ CTP is practical while enjoyable
- ▶ Helps children understand better
- ▶ CTP is easy to understand and implement

Ways in which the CTP **disables** occupation

- ▶ The language of the CTP is only in English
- ▶ CTP is sometimes too high for the children, and the ECD practitioners are uncertain how to adapt it
- ▶ CTP gives minimal monitoring to ECD practitioners
- ▶ Limited admin assistance from the CTP
- ▶ Too few training opportunities



The CTP mostly enables the occupation of the ECD practitioners but has some room for improvement

Recommendations based on the findings

I recommend the following improvements to the CTP, based on the information received from the participants that are also inline with the literature, other programmes and resources.



Additionally, it would be valuable for the ECD practitioners to learn how to use the activities from the different age groups interchangeably in order to adapt the lessons for their children.

Lastly, either by joining hands with other programmes or by adding it to the CTP, the CTP should assist the ECD practitioners with administration necessary at their ECD centres.

These changes and improvements will ultimately expand the occupational enablement experienced from the CTP.



Thank you to all the participants

Your time, honesty and grace in participating in this study were of much help and value to me and the CTP team.

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Appendix K: Ethical Approval

19 June 2017

ADELEIGH VAN DER WESTHUIZEN
DEPT OF OCCUPATIONAL THERAPY
FACULTY OF HEALTH SCIENCES
UFS

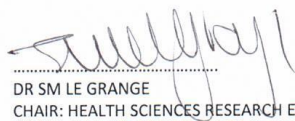
Dear Adeleigh Van Der Westhuizen

HSREC 67/2017 (UFS-HSD2017/0560)
PRINCIPAL INVESTIGATOR: ADELEIGH VAN DER WESTHUIZEN
SUPERVISOR: VAN VUUREN, SUSANNA
PROJECT TITLE: TOWARDS OCCUPATIONAL ENABLEMENT: EXPERIENCES OF THE ECD PRACTITIONERS REGARDING THE CROSSTRAINER PROGRAMME

APPROVED

1. You are hereby kindly informed that the Health Sciences Research Ethics Committee (HSREC) approved this protocol after all conditions were met. This decision will be ratified at the next meeting.
2. The Committee must be informed of any serious adverse event and/or termination of the study.
3. Any amendment, extension or other modifications to the protocol must be submitted to the HSREC for approval.
4. A progress report should be submitted within one year of approval and annually for long term studies.
5. A final report should be submitted at the completion of the study.
6. Kindly use the **HSREC NR** as reference in correspondence to the HSREC Secretariat.
7. The HSREC functions in compliance with, but not limited to, the following documents and guidelines: The SA National Health Act. No. 61 of 2003; Ethics in Health Research: Principles, Structures and Processes (2015); SA GCP(2006); Declaration of Helsinki; The Belmont Report; The US Office of Human Research Protections 45 CFR 461 (for non-exempt research with human participants conducted or supported by the US Department of Health and Human Services-(HHS), 21 CFR 50, 21 CFR 56; CIOMS; ICH-GCP-E6 Sections 1-4; The International Conference on Harmonization and Technical Requirements for Registration of Pharmaceuticals for Human Use (ICH Tripartite), Guidelines of the SA Medicines Control Council as well as Laws and Regulations with regard to the Control of Medicines, Constitution of the HSREC of the Faculty of Health Sciences.

Yours faithfully



DR SM LE GRANGE
CHAIR: HEALTH SCIENCES RESEARCH ETHICS COMMITTEE



Appendix L: Plagiarism Report

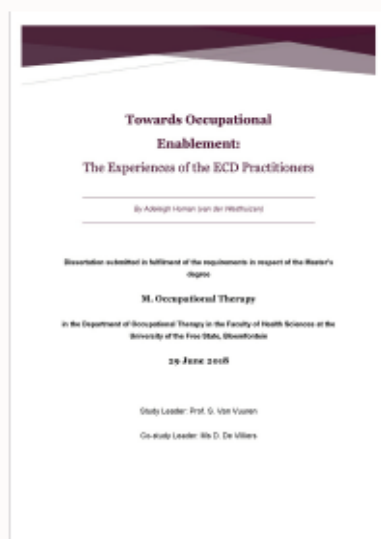


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28 June 2018

To whom it may concern

I hereby declare that I have thoroughly perused and, where necessary, edited the language of the following document:

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Institution: University of the Free State

Department: Occupational Therapy at the Faculty of Health Sciences

For author: Ms A. Homan (2009028339)

Yours faithfully



Ms L. van der Westhuizen

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End of dissertation