

SOUTH AFRICAN QUALIFICATIONS AUTHORITY
REGISTERED QUALIFICATION THAT HAS PASSED THE END DATE:

National Diploma: Early Childhood Development

SAQA QUAL ID	QUALIFICATION TITLE			
64650	National Diploma: Early Childhood Development			
ORIGINATOR				
SGB Early Childhood Development				
PRIMARY OR DELEGATED QUALITY ASSURANCE FUNCTIONARY			NQF SUB-FRAMEWORK	
The individual Primary or Delegated Quality Assurance Functionary for each Learning Programme recorded against this qualification is shown in the table at the end of this report.			HEQSF - Higher Education Qualifications Sub-framework	
QUALIFICATION TYPE	FIELD		SUBFIELD	
National Diploma	Field 05 - Education, Training and Development		Early Childhood Development	
ABET BAND	MINIMUM CREDITS	PRE-2009 NQF LEVEL	NQF LEVEL	QUAL CLASS
Undefined	240	Level 5	NQF Level 05	Regular-Unit Stds Based
REGISTRATION STATUS		SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE
Passed the End Date - Status was "Reregistered"		SAQA 06120/18	2018-07-01	2020-07-30
LAST DATE FOR ENROLMENT		LAST DATE FOR ACHIEVEMENT		
2021-07-30		2025-07-30		

In all of the tables in this document, both the pre-2009 NQF Level and the NQF Level is shown. In the text (purpose statements, qualification rules, etc), any references to NQF Levels are to the pre-2009 levels unless specifically stated otherwise.

This qualification does not replace any other qualification and is not replaced by any other qualification.

PURPOSE AND RATIONALE OF THE QUALIFICATION

The purpose of the qualification is to:

1. Provide access to a recognised educator qualification at Level 6 for ECD educators who have a Level 4 or Level 5 certificate in ECD, providing a bridge between non-formal and formal learning programmes.
2. To enable educators/ learners to plan and implement a learning programme which is based on their knowledge of child development from birth to nine years and which helps children in a specific phase work towards achieving the learning outcomes of the national school curriculum (where appropriate).
3. To improve community-based ECD services for young children by raising the level of ECD teaching competence and/or by providing opportunities for training in support and leadership roles.

This qualification provides a substantial qualification for:

- Potential learners/educators who have acquired an FETC (Grade 12) or equivalent qualification at Level 4 (120 credits) and who wish to make ECD their full-time career (entry point);
- Learners/educators who have a Level 4 qualification in ECD to further their career and professional development in ECD by providing access to a Level 6 qualification;
- Learners/educators who have a Higher Certificate in ECD to further their career and professional development in ECD by providing access to a Level 6 qualification.

LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING

In order to achieve the exit outcomes of this qualification, learners need the following knowledge and skills equivalent to NQF Level 4:

- o the ability to read, write and use written resource material for learning and teaching in at least two South African languages;
- o the ability to understand fundamental mathematical/numeracy concepts;
- o the applied competence outlined in the core unit standards at Level 4:

Facilitate Active Learning in ECD Programmes,
Facilitate Healthy Development in ECD Programmes, and
Manage the ECD Learning Programme.

Recognition of Prior Learning:

The qualification can be achieved as a whole or in part through the recognition of prior learning. Learners who have completed the Certificate at Level 5 should be able to participate in a learning programme(s) that provides the 120 credits not included in the Certificate, i.e. the Fundamental learning components and additional Electives. The Diploma is also intended to provide direct access to the Degree at Level 6.

RECOGNISE PREVIOUS LEARNING?

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QUALIFICATION RULES

The Fundamental Component consists of Unit Standards to the value of 35 credits all of which are compulsory.

The Core Component consists of Unit Standards to the value of 72 credits all of which are compulsory.

The Elective Component consists of Unit Standards which learners are to choose to the minimum of 133 credits.

Learners who choose to specialise in Grade R must complete the following Unit Standards totalling a minimum of 36/45 credits. It is preferred that the learners achieve the following replacement Unit Standards which totals 45 credits.

- ID 244260: Facilitate a Life Skills Learning Programme in the Reception Year.
- ID 244257: Facilitate a Literacy Learning Programme in the Reception Year.
- ID 244256: Facilitate a Numeracy Learning Programme in the Reception Year.

Learners who choose to specialise in Learning Programmes must choose the following Unit Standards for this specialisation totalling a minimum of 47 credits.

- ID 10288: Organise a programme of learning.
- ID 10289: Facilitate a programme of learning.
- ID 7978: Plan and conduct assessment of learning outcomes. It is preferred that learners achieve the replacement Unit Standard titled Conduct outcomes-based assessment (ID 115753).

EXIT LEVEL OUTCOMES

Exit Level Outcomes:

1. Mediate active learning in an integrated and holistic learning programme.
2. Facilitate learning and development of children with barriers to learning and other special needs, including those coping with abuse and violence, within an inclusive anti-bias approach.
3. Promote the safety and healthy development of each child.
4. Work with colleagues, families and community systems to develop each child`s potential as fully as possible.
5. Manage a well-planned and organised learning programme to meet the needs of individual children within the framework of the national school curriculum (where appropriate).
6. Select and use appropriate methods and procedures for assessing children`s progress and reporting on this to parents.
7. Promote the development of high quality ECD programmes and services.
8. Communicate effectively for the purposes of academic study and professional practice.
9. Plan and implement appropriate learning activities and materials or management practices based on knowledge of the principles, processes and content of the chosen specialisation.

ASSOCIATED ASSESSMENT CRITERIA

Assessment criteria for Exit Level Outcomes:

- 1.1 The planning and delivery of a developmentally appropriate learning programme is underpinned by the critical understanding of child development and learning theories, including the importance of play in the early years.
 - 1.2 All areas of learning and development are covered, with an appropriate and contextually relevant emphasis on literacy, numeracy and life skills.
 - 1.3 Children`s learning, development and responses to the learning environment are observed and assessed continuously in order to inform practice and planning on an individual basis.
 - 1.4 Interactions with children in a range of situations demonstrate an understanding of theories of `scaffolding` and mediating learning.
 - 1.5 A wide repertoire of skills is used appropriately in working with individuals, small groups and large groups of children.
 - 1.6 Children are encouraged to use their first language(s) for learning, and they are helped to acquire and use another language through meaningful activities and situations.
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- 2.1 The implications for working with children across the whole range of special needs and barriers to learning are identified and explained within the context of child development theory and research.
 - 2.2 Children with barriers to learning are appropriately supported, and specific activities for their learning are planned and provided in association with relevant specialist agencies if possible.
 - 2.3 Legal requirements and policies for dealing with abuse, neglect, children with AIDS and violence are

understood and implemented.

2.4 The impact on children`s well-being and development of socio-economic factors (poverty, unemployment, inequality, disempowerment), crime and violence, both communal and domestic, substance abuse and addiction is taken into consideration in helping children develop the life skills to cope with abuse, violence or stressful home situations.

2.5 A range of strategies for challenging all types of discriminatory and biased behaviour are described (and demonstrated if appropriate), based on relevant theoretical understanding of oppression and cultural world views.

3.1 Comprehensive written safety and healthy policies which comply with legal requirements are appropriately adapted to the setting in its community context and to the age of the children, and implemented as planned.

3.2 Families and communities are encouraged to participate actively in ensuring the safety and health of children, especially with regard to environmental hazards, AIDS/HIV and other endemic diseases.

3.3 Planned activities appropriate to children`s developmental level allow children to explore safety and health issues in a way that is sensitive to the socio-economic context and to the role of traditional healers/alternative medicine.

3.4 Theories relating to social and emotional development, including indigenous theories underlying traditional child-rearing practices, and their application to practice are critically evaluated.

3.5 The social and emotional development of individual children is observed and assessed as the basis for planning and implementing strategies for facilitating their further development, including helping them to manage their own behaviour.

3.6 Families are helped to understand the attitudes and values underlying children`s rights and relevant protective legislation, and to learn a range of positive strategies for managing children`s behaviour.

4.1 Constructive contributions are made to the development of good practice among those working in the ECD service in ways that are democratic and supportive.

4.2 The community context in which the ECD service operates is analysed to assess family and community needs and the implications for ECD provision and practice.

4.3 The general principles of community development and organisation, processes of social change and transformation underpin the establishment of a meaningful partnership with families and the community.

4.4 Accessible information and resources are provided to help families meet their children`s needs.

4.5 Co-operative relationships with other agencies and practitioners working in the community are established and maintained.

5.1 Programme planning is based on an understanding of key issues and trends in early childhood development and their implications for ECD provision and curriculum development (historical, international, South African).

5.2 The learning programme is planned to help children achieve the specific outcomes of the national school curriculum in developmentally appropriate ways learning at their own pace.

5.3 Creatively developed learning resources are used to ensure a stimulating and effective programme.

5.4 The learning programme is critically evaluated according to specified criteria, both informally on a daily basis and formally at specified times, and modified accordingly.

5.5 Efficient administrative systems for managing the learning programme are established and maintained.

5.6 ECD policy, legal requirements, regulations and procedures for registration and subsidisation are described, and implemented when applicable.

6.1 The implications of different approaches to assessment for ECD practice, including issues and current trends in assessment practice, are critically analysed.

6.2 The uses of different forms of assessment are understood, and appropriate methods and procedures are selected for assessing children`s progress in all developmental and learning areas.

6.3 Children are encouraged to reflect on what they have learned/achieved and participate in self-evaluation.

6.4 A regular process exists for periodic sharing of information with family members about children`s progress in ways that are fair, valid, reliable and constructive.

6.5 The effectiveness of one`s own assessment practices and reporting skills are evaluated regularly

through reflection and peer assessment, and modifications made when necessary.

7.1 Advocacy on behalf of children and ECD provision is based on a comprehensive analysis of the context of ECD in South Africa.

7.2 An effort is made to keep informed about child development practices, research, legislation and other developments affecting young children; useful information and resource materials are kept in an accessible filing system.

7.3 Time and stress are managed efficiently in coordinating work commitments and own needs so that energy and enthusiasm are maintained.

7.4 Legislation and regulations governing the employment of ECD practitioners, the organised teaching profession and one`s role in it are described accurately.

7.5 Responsibility is taken for one`s own professional development, and progress is evaluated regularly as shown in a journal or portfolio.

8.1 Reading skills and strategies are used effectively for academic course work, research and professional development.

8.2 Writing skills and strategies are used effectively for recording observations in learning programmes and for communication purposes in ECD services as well as for academic course work and assessment (e.g. written assignments, reports, essays and examinations).

8.3 A well-organised and relevant portfolio is presented for assessment purposes.

8.4 The language of instruction is used appropriately and fluently to facilitate language development and tell stories, explain, describe and mediate learning in the preschool phase.

8.5 A second official language is used correctly and appropriately in bi-lingual learning groups and/or to facilitate the acquisition of a new language in the preschool phase.

9.1 The assumptions underlying the descriptions of competence in a particular specialisation are analysed and explained.

9.2 Understanding of the ways of thinking, doing and learning in a particular specialisation informs the selection and presentation of appropriate learning activities or management practices.

9.3 Relevant content knowledge of a particular specialisation is evident in the planning and presentation of appropriate learning activities or management practices.

9.4 Appropriate assessment practices are used to assess learner progress or to monitor management systems.

9.5 Evaluation of learning programmes or management practices includes critical reflection on own practice.

Integrated Assessment:

o A range of assessment methods are recommended including workplace observation, written assignments and examinations, portfolios, structured interviews/discussion, self evaluation, peer assessment, and family evaluation for both formative and summative assessment.

o In each unit standard guidance on assessment methods is given that is appropriate to the competence that needs to be demonstrated in relation to the specific outcomes.

INTERNATIONAL COMPARABILITY

The Level 5 ECD qualification is comparable with the following qualification:

o Associate degree (2 years) in Early Childhood Education/Child Development in the USA (Level 2 qualification)

No detailed comparison has been undertaken as yet. Outcomes-based standards have apparently been developed by the National Association for the Education of Young Children (NAEYC) in Washington, DC.

MODERATION OPTIONS

Each unit standard provides more specific guidance regarding moderation of the specific outcomes, but the following general guidelines apply to the qualification:

1. Internal moderation: Training providers offering one or more unit standards towards the achievement of this qualification need to have internal quality assurance mechanisms in place to ensure that:

- o the learning programme and learner support provided is sufficient to enable learners to achieve the specific outcomes, and
- o all aspects of the assessment of learners are moderated by a suitably qualified person(s) who is not directly involved in the training provision to establish fair and reliable assessment results.

2. External moderation: Appropriate ETQA structures will facilitate the external moderation of learner achievements.

REREGISTRATION HISTORY

As per the SAQA Board decision/s at that time, this qualification was Reregistered in 2012; 2015.

NOTES

This qualification replaces qualification 15983, "National Diploma: Early Childhood Development: Preschool Phase", Level 5, 240 credits.

The qualification is relevant to the following ETD sub-fields and other fields:

o Schooling sub-field regarding the employment of educators in reception year (Grade R) classes in schools. The proposed qualification includes all seven roles defined by the Norms and Standards of Educators, which are integrated through the phase specialisation with further `subject` specialisation in the reception year learning programme as an elective.

o Health Sciences and Social Services (09), which is also concerned with the care and development of young children, and certain components provide for articulation between the two fields. It is generally accepted that the care and education of young children needs to be fully integrated. ECD is located in Field 05 because of its critical role in developing young children as lifelong learners.

The following ECD-specific elective unit standards are available for credit towards a Level 5 Diploma in ECD in the following areas of specialisation:

- Baby and toddler phase (birth to 3 years)
- Pre-school phase (2-6 years)
- Reception year (Grade R)
- Family and community settings
- Training ECD practitioners
- Managing ECD services (including RTOs)

The following Elective Unit Standards are compulsory for this specialisation:

- Organise a programme of learning;
- Facilitate a programme of learning;
- Plan and conduct assessment of learning outcomes.

UNIT STANDARDS:

	ID	UNIT STANDARD TITLE	PRE-2009 NQF LEVEL	NQF LEVEL	CREDITS
Core	13855	Develop and manage the ECD learning programme	Level 5	Level TBA: Pre-2009 was L5	24

Core	13853	Mediate active learning in ECD programmes	Level 5	Level TBA: Pre-2009 was L5	36
Core	13854	Promote healthy development in ECD programmes	Level 5	Level TBA: Pre-2009 was L5	12
Fundamental	8647	Apply workplace communication skills	Level 5	Level TBA: Pre-2009 was L5	10
Fundamental	14582	Develop and apply academic literacy skills	Level 5	Level TBA: Pre-2009 was L5	25
Elective	115753	Conduct outcomes-based assessment	Level 5	Level TBA: Pre-2009 was L5	15
Elective	9941	Design and conduct research	Level 5	Level TBA: Pre-2009 was L5	10
Elective	10290	Evaluate, select and adapt published learning materials and develop, use and evaluate own supplementary learning aids	Level 5	Level TBA: Pre-2009 was L5	12
Elective	244260	Facilitate a Life Skills Learning Programme in the Reception Year	Level 5	Level TBA: Pre-2009 was L5	15
Elective	244257	Facilitate a Literacy Learning Programme in the Reception Year	Level 5	Level TBA: Pre-2009 was L5	15
Elective	244256	Facilitate a Numeracy Learning Programme in the Reception Year	Level 5	Level TBA: Pre-2009 was L5	15
Elective	10289	Facilitate a programme of learning	Level 5	Level TBA: Pre-2009 was L5	24
Elective	13856	Facilitate an inclusive educational environment in ECD settings	Level 5	Level TBA: Pre-2009 was L5	12
Elective	7408	Facilitating a Life Skills Learning Programme in the Reception Year	Level 5	Level TBA: Pre-2009 was L5	12
Elective	7409	Facilitating a Literacy Learning Programme in the Reception Year	Level 5	Level TBA: Pre-2009 was L5	12
Elective	7410	Facilitating a Numeracy Learning Programme in the Reception Year	Level 5	Level TBA: Pre-2009 was L5	12
Elective	9932	Guide and support learners	Level 5	Level TBA: Pre-2009 was L5	12
Elective	117874	Guide learners about their learning, assessment and recognition opportunities	Level 5	Level TBA: Pre-2009 was L5	6
Elective	10294	Identify and respond to learners with special needs and barriers to learning	Level 5	Level TBA: Pre-2009 was L5	10

Elective	7407	Manage a Medium-scale ECD Service	Level 5	Level TBA: Pre-2009 was L5	18
Elective	244478	Manage an Early Childhood Development service	Level 5	Level TBA: Pre-2009 was L5	5
Elective	12842	Manage diversity in ECD settings	Level 5	Level TBA: Pre-2009 was L5	12
Elective	7400	Managing the Learning Programme	Level 5	Level TBA: Pre-2009 was L5	24
Elective	10288	Organise a programme of learning	Level 5	Level TBA: Pre-2009 was L5	8
Elective	7978	Plan and conduct assessment of learning outcomes	Level 5	Level TBA: Pre-2009 was L5	15
Elective	10295	Promote lifelong learning and development	Level 5	Level TBA: Pre-2009 was L5	8
Elective	114476	Use multi-media to facilitate and mediate learning	Level 5	Level TBA: Pre-2009 was L5	12

LEARNING PROGRAMMES RECORDED AGAINST THIS QUALIFICATION:

LP ID	Learning Programme Title	Originator	Pre-2009 NQF Level	NQF Level	Min Credits	Learning Prog End Date	Quality Assurance Functionary	NQF Sub-Framework
64696	Diploma: Early Childhood Development	Centre for Creative Education/Iziko Labantu be Afrika	Level 5	Level N/A: Pre-2009 was L5	240	2018-12-31	CHE	HEQSF
23118	National Diploma: Early Childhood Development	Generic Provider - Field 05	Level 5	Level N/A: Pre-2009 was L5	240	2020-07-30	ETDP SETA	OQSF

PROVIDERS CURRENTLY ACCREDITED TO OFFER THESE LEARNING PROGRAMMES:

This information shows the current accreditations (i.e. those not past their accreditation end dates), and is the most complete record available to SAQA as of today. Some Primary or Delegated Quality Assurance Functionaries have a lag in their recording systems for provider accreditation, in turn leading to a lag in notifying SAQA of all the providers that they have accredited to offer qualifications and unit standards, as well as any extensions to accreditation end dates. The relevant Primary or Delegated Quality Assurance Functionary should be notified if a record appears to be missing from here.

LP ID	Learning Programme Title	Accredited Provider
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64696	Diploma: Early Childhood Development	Centre for Creative Education/Iziko Labantu be Afrika
23118	National Diploma: Early Childhood Development	<ol style="list-style-type: none"> 1. ABASUNGULI TRAINING SPECIALISTS (PTY) LTD 2. Abnah Academy (Pty) Ltd 3. ABVAHO PHANDA GROUP PTY LTD 4. Accreditation & Training Services 5. Adelaine Training Solutions Pty Ltd 6. Amogelang Marketing and Training 7. Arden School of Management 8. Aubrey Nyiko Business Enterprise cc 9. Bavelile Consultants and Training 10. Berry Rose Project Consultants & Service Providers 11. BOLAND COLLEGE 12. BORDERGATE EVENTS MANAGEMENT AND PROJECTS 13. Botho Ubuntu Contract Cleaning (Pty) Ltd 14. Brainwave Projects 1997 CC 15. Camblish Training Institute (Pty) Ltd 16. Caversham Education Institute 17. College of Cape Town - Athlone Campus 18. Compass Academy of Learning 19. D and D Lwazi Renaissance Research and Development Institute 20. DM Training Consultants 21. Drewmach Branding Solutions (Pty) Ltd 22. Early Learning Foundation Montessori Teacher Training 23. Edu Funda Learning Centre (Pty) Ltd 24. EDU-Bless College 25. Edu-Build Institute 26. EduProf Training Centre 27. Elvis Koena Consulting (Pty) Ltd 28. Environment and Language Education Trust 29. FALSE BAY TECHNICAL VOCATIONAL EDUCATION & TRAINING COLLEGE 30. Family Restoration Foundation 31. Footballers Investment (Pty) Ltd 32. Future Discovery Training Academy CC 33. George Steven Academy 34. Gert Sibande Public FET College - Central Office 35. Giver of Givers Foundation Organisation 36. Global diagnostics (Pty) Ltd 37. Goldfields TVET College 38. GWALA TRAINING SERVICES 39. HDPSA 40. HEARTLINES COLLEGE 41. HUGENOTE COLLEGE 42. HWW Africa Region NPC 43. Imisebeyelanga Services 44. Inafrika General Trading Pty LTD 45. INDABA MONTESSORI INSTITUTE 46. Innovation College (Pty)Ltd 47. Institute for Advancement of Women & Children 48. Institute of Professional Studies and Services

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| | | <p>49. Isibani Skills Academy
 50. Isibani Soluntu Development Trust
 51. Itireleng Bokamoso Trading Development Services and Associates
 52. J and N Ikwewezi Yokusa Development Training
 53. Jonglad Trading Enterprise
 54. Josmap Training Institute
 55. K Boneng Consulting Services Pty Ltd
 56. Kairos Training College
 57. Karabo Info Centre and Trading
 58. Katiso-kuno Consulting
 59. Kgaebane Trading
 60. KITSO TRAINING AND DEVELOPMENT
 61. Klein Karoo Resource Centre
 62. Kwa-Thema Stimulation Day Care Centre
 63. KYM MANAGEMENT CONSULTING
 64. Leronsa Trading Enterprise
 65. Leseding Computer Systems (Pty) Ltd
 66. Loago Business Consulting
 67. Maab Training Management (Pty) Ltd
 68. Malomini Strategists
 69. Marematlou Training Institute
 70. MASAKANE TRUST
 71. MASIKHULE EARLY CHILDHOOD DEVELOPMENT CENTRE
 72. Mass Computer Training and Printers
 73. MATHS CENTRE INCORPORATING SCIENCES
 74. MBAT (PTY) LTD
 75. Molteno Institute for Language and Literacy
 76. Montessori Teacher Training Centre South Africa
 77. Motheo Training Institute Trust
 78. MPIC Projects (Pty) Ltd
 79. Ndimeni Construction and Maintenance cc
 80. Networx for Career Development
 81. Nkqubela Community Developers
 82. NOMAKU TRADERS CC
 83. Northern Cape Rural TVET College
 84. Northern Cape Urban College: Kimberley Campus
 85. Northlink College
 86. Northshore Trading 19CC t/a Makakhaunye Training and Development Agency
 87. Nqowethu Trading
 88. Ntevho-Ketso Training and Recruitment Consultancy cc
 89. OPELONG BUSINESS INSTITUTE (PTY) LTD
 90. Paradise Institution Training and Learning Centre
 91. Petra institute of Development (PTY) Ltd
 92. Pineridge Training Centre
 93. PMA Holding (Pty) Ltd
 94. Premier Recruitment and Training (Pty) LTD
 95. Pro-Ed Training
 96. Professional Development and Training Institute (Pty) Ltd
 97. Rampadise Education Training & Development Centre</p> |
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		<p>98. Redefined Skills Training and Development 99. Reflections Development Institute 100. Renaissance Training Services cc 101. Retschetse Training Project 102. Rhodes University 103. Rhuboni 104. Rousing Varsity College 105. RSA Institute (Pty) Ltd 106. Seanapyane Resources (Pty) Ltd 107. SERITI INSTITUTE 108. Sherq Global (Pty) Ltd 109. Siphwosethu Open Development Initiative Corporation 110. Sisazi Consulting 111. Siyahluma Education Institute 112. South Cape Public FET College - George Campus 113. Southern African Institute of Learning (SAIL) 114. Starplex 489 cc 115. Sustainability Institute Trust 116. Tembe Service Providers 117. Thabelanang t/a Thabelanang Trading Enterprise 118. Thasha Training and Consulting 119. The College of Modern Montessori 120. The Iscariota Group (Pty) Ltd 121. THINK TWICE 122. Thobologo Training and Education Group (Pty) Ltd 123. THUKAKGALADI INTEGRATED DEVELOPMENT PROJECT 124. Thuto-Botshabelo Training and Projects (Pty) Ltd 125. TMG Quality Services 126. Tshase Education Group (Pty) Ltd 127. TSHEPANG EDUCARE TRUST 128. Tshianzi Development 129. Tshwane South College for (ECD Academy) 130. UKHANYISO EBANTWINI PTY LTD 131. Ulwazi Training & Development 132. Umthombo Wolwazi Training and Constructions 133. Umuzi Photo Club - NPO 134. Unathi Training 135. UNIVERSAL COLLEGE OUTCOMES SA 136. Visionary Skill Academy 137. Vuselela TVET College 138. Waterberg TVET College 139. Winston Academy 140. WonderKids Academy 141. World Wide Education Providers(Pty)Ltd 142. Zisize Educational Trust</p>
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