



EKUKHANYENI
RELIEF PROJECT

NURTURE.TOMORROW.TOGETHER

**Training
Offerings**

**Food & Nutrition Security &
Early Childhood Development**

NPC 2005/035291/08 PBO 930026782

EkuKhanyeni.org

Agriculture/ Permaculture Design

Our 12 Day AgriSETA accredited short skills course in Permaculture Design is geared towards shifting perceptions around food, expanding awareness, and empowering participants with practical skills to establish and maintain their own food gardens, to grow in ecologically friendly and sustainable ways and to make healthier eating choices.



Who should participate?

Basic knowledge of agriculture and permaculture is useful but not essential. The training is useful for anyone interested in growing organic food for themselves, friends, families and communities:

Household members; Members of farming co-operatives or associations; Farmers planning conversion to organic, conservation or climate-smart agriculture; NGO workers promoting Permaculture, organic farming, or conservation agriculture; Early Childhood Development Centre practitioners looking to provide a sustainable and healthy eating choice for the children in their care; School Educators interested in providing a sustainable and healthy eating choice for their learners.

Our training team

Our training is offered conducted by our team of community beneficiaries who have been capacitated through various skills development initiatives to SETA accredited Facilitator & Assessor level.



What will participants learn? /

Unit Standard Title: Identify & Explain Permaculture Principles
Unit Standard ID: 116150
NQF Level 1 | 8 credits

Specific Outcome 1: Site elements & resources are identified and listed

- What is Permaculture design?
- Why do we use Permaculture?
- Permaculture principles
- Stakeholders-analysis
- Observation stage or information gathering phase
- Base map
- Highest points and lowest points
- A-frame
- Zones and sectors
- Water harvesting and conservation
- Making swales and garden beds
- Alternative and natural resources for cooking

Specific Outcome 2: Understanding Abiotic & Biotic resources & complementing technologies

- Abiotic & Biotic resources
- Role of bees
- Basic solar technology
- Wind harvesting techniques
- Soil types & testing
- Soil fertility technologies and soil management
- Pioneer and indigenous plant systems
- Compost heaps
- Earthworm farming
- Mulching
- Companion planting
- Intercropping
- Planting and spacing
- Liquid Manure
- Green Manure
- Organic pest repellent sprays
- Water pollution
- Invasive plants
- Planting calendar and harvesting tips
- Crop rotations
- Succession planting
- Container gardening
- Seed saving and seed preparations

Specific Outcome 3: Recognizing ecological processes and cycles

- Nitrogen cycle
- Water cycle
- Oxygen cycle
- Energy flow & food webs
- Natural patterns

Specific Outcome 4: Sustainable living practices

- South Africa & global economic trade systems
- Technology & environmental impacts
- Alternative settlement structures -Eco-villages
- Alternative building techniques
- Grey water systems in urban gardens
- Biogas & sustainable living
- Local cooperatives & trading networks



Agri-Business Training

10Day AgriSETA Accredited Agri-Business Training

Unit Standard Title: Apply basic agricultural enterprise selection principles

Unit Standard ID: 116158

Unit Standard Title: Identify the need for capital and understand the need for the recording of the income and different costs in an agri-business

Unit Standard ID: 116159

Unit Standard Title: Demonstrate an understanding of the importance of marketing



What will participants learn?

Unit Standard Title: Identify & Explain Permaculture Principles
Unit Standard ID: 116150
NQF Level 1 | 8 credits

Unit Standard 116158

Specific Outcome 1: Name natural resources required for the selection of the relevant enterprise.

- Soils are examined and suitability for cultivation is assessed.
- Water sources are identified.
- Climatic conditions are identified and described
- Basic vegetation types are identified.
- The topography of the site is recognised and described.

Specific Outcome 3: Identify appropriate crops and/or animals for the relevant enterprise.

- Different livestock or crop types are described.
- Characteristics of the different types are explained
- Different uses of the different types are identified.
- The suitability of infrastructure for livestock or crops is determined.

Specific Outcome 5: Identify harvest practice within the relevant enterprise.

- A characteristic of harvesting practices is described.
- Harvesting practices are understood.
- Importance of health and hygiene is understood.
- Importance of quality is understood.

Specific Outcome 2: Describe infrastructure requirements for the selection of the relevant enterprise.

- Types of infrastructure are described.
- The role and function of infrastructure is understood.
- The availability of infrastructure is determined.
- The suitability of landscape for infrastructure is determined.

Specific Outcome 4: Identify production cycle within relevant enterprise.

- Characteristics of a production cycle are described.
- The different production cycles are compared.
- The appropriate production cycle is described correctly.
- Implementation of the production cycle is observed and reported on.

Specific Outcome 6: Identify post-harvest practice within relevant enterprise.

- Characteristics of post-harvest practices are described.
- Post-harvesting practices are understood.
- Importance of health and hygiene is understood
- Importance of quality is understood.

Unit Standard 116159

Specific Outcome 1: Describe the need for investment capital, where it can be acquired and how it can be categorised within an Agri-business

- The need for capital within a business environment is explained.
- An effective understanding of where money/capital is coming from and where money/capital is going to are demonstrated.
- The ability to deposit money in a financial institution is demonstrated.
- The ability to withdraw funds from a financial institution is demonstrated.
- A basic understanding of assets, liabilities and owners' equity in a business is demonstrated by using the basic balance sheet and defining the different sub-sections.
- Possible sources for capital such as banks, own capital, etc. are described.

Specific Outcome 3: Describe the flow of costs in an Agri-business.

- The different costs, including fixed and variable, and direct and indirect costs, are defined, with acceptable examples given.
- The flow of cost in a production environment is described.
- The different types of stock in a production process related to agriculture are described.

Specific Outcome 5: Provide inputs to a simple record keeping system for an Agri-business and be able to extract managerial information from it.

- Income is recorded correctly, using correct formats.
- Correct information for material, labour, direct and indirect costs is recorded correctly and accurately whilst using the correct formats.
- Profit/loss identified & the reasons explained.
- The ability to formulate basic managerial decisions from the record keeping system is demonstrated.

Specific Outcome 2: Explain the flow of money in an Agri-business

- Financial inputs related to capital, material, labour, overheads, etc. are identified and described.
- Different costs such as material, labour, direct overheads and indirect overheads in an Agri-business are described.
- The importance of a profit in a business is described.
- An understanding that profit as managerial goal is not restricted to financial profits is demonstrated.

Specific Outcome 4: Identify the basic components of financial information & record-keeping system & the basic administration procedures regarding source documents.

- Reasons why there is a need for a record-keeping system are demonstrated.
- The need for an effective record-keeping system is motivated.
- An understanding of different source documents to be used to compile financial information is demonstrated and examples are given.
- The basic concepts of a financial record-keeping system is described and used such as the recording of income, costs and a cashbook.

Unit Standard 116164

Specific Outcome 1: Understand what is meant by “marketing concept”

- An understanding of the “marketing concept” is demonstrated.
- The role of price is demonstrated.
- The role of demand and supply within marketing processes is demonstrated.
- The importance of quality of products/services within the marketing process is identified.
- An awareness of the legal environment that impacts within the marketing process is demonstrated.

Specific Outcome 3: Identify the principles and factors of demand and supply and therefore basic price formulation

- An ability to identify internal and external factors impacting on supply (production side) is demonstrated.
- An ability to identify internal and external factors impacting on demand (needs of clients) is demonstrated.
- An understanding of how the factors impacting on the demand and supply of agricultural products and services, may impact on prices is demonstrated.
- How price changes may impact on the production process are demonstrated and understood

Specific Outcome 2: Understand the differences between and the value of demand and production driven farming practices

- The ability to identify and define the relevance and relationship between demand and supply for a specific agricultural commodity is demonstrated.
- An awareness of the dangers involved within production-driven agricultural production is demonstrated.
- An awareness of the need for and advantages of demand-driven agricultural production is demonstrated.
- The importance of and the need for quality products and services are defended.

Specific Outcome 4: The principles of marketing as demonstrated by the needs of customers/clients

- The role of the quality of the product/service within the demand for the product/service is recalled
- The role of the packaging of the product within the demand for the product as well as pricing of it is recalled.
- The role and value of promotional aspects within the marketing process are recalled.
- The role of the pricing of the product/service within the marketing process is recalled.
- The role of ‘place’ or distribution of the product/service within the marketing process is recalled.
- The importance of quality and dedicated people within the marketing process are recalled.



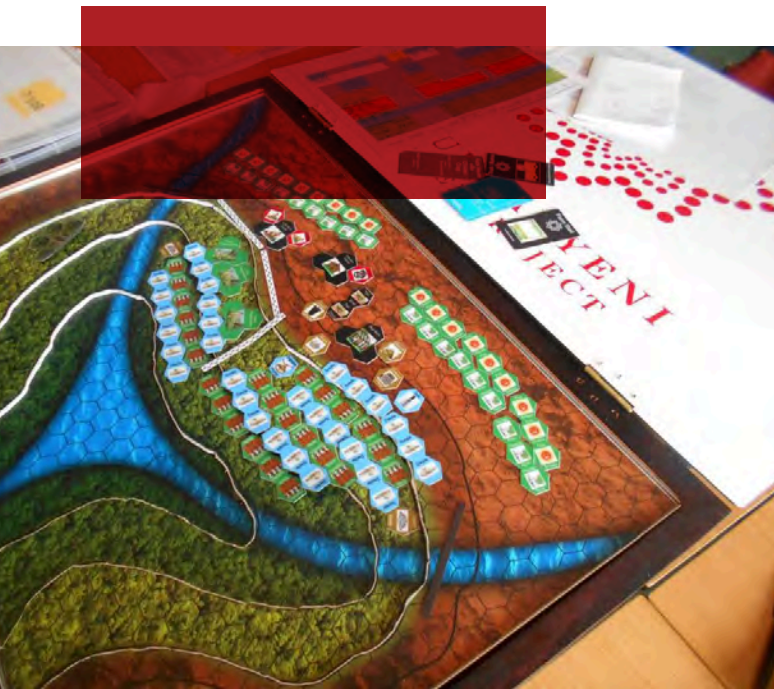
Agro-Ecology Learning Game

This workshop consists of four half-days during where learners play an interactive board game that simulates the design, set-up and management of a farm according to ecological principles. The game allows learners to experiment with designs and get feedback from the farm ecosystem as their designs respond to seasonal cycles and environmental crises.

Who should participate?

Basic knowledge of agro-ecology and Permaculture design is useful but not essential. The training is useful for anyone interested in learning to manage a farm according to agroecological principles but is especially useful for:

- Members of farming co-operatives or associations
- Farmers planning conversion to organic, conservation or climate-smart agriculture
- Agricultural extension officers
- NGO workers promoting Permaculture, organic farming, or conservation agriculture



How does the training engage with agro-ecology?

Agro-ecology is considered a key approach towards improving the sustainability of farming in southern Africa and enhances resilience to the effects of climate change and increasing resource scarcity. Agro-ecology is a science, a movement, and a practice based on the application of ecological principles to agriculture.

Agro-ecology emphasises the preservation of biodiversity and ecosystem integrity to maintain renewal processes and ecological services. In this game, ecological methods are rewarded with reduced risk and greater resilience to crises, while the management of different resources is made explicit as players design farms composed of diverse elements of agro-ecological design.

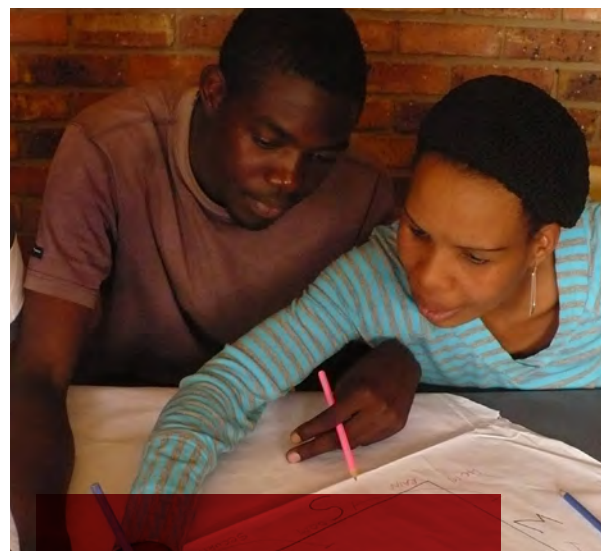
The game is facilitated in the vernacular, encouraging learners to engage with the concepts and practices presented in an interactive way that crosses the language barrier which often makes agro-ecological knowledge inaccessible.



What will participants learn?

Learners explore how to:

- Read and respond to different landscapes
- Assemble different farm elements into a coherent production system
- Manage complex production systems
- Allocate resources and develop farm assets
- Manage water, biomass, work and finances
- Develop resilience to climate change and environmental shocks
- Deal with seasonal cycles
- Make group decisions about the allocation and management of finances and labour
- Project production needs and record outputs



Health Promotion & Nutrition

This two-day module presents key information about how to promote health with Permaculture. Learners explore how to use Permaculture as a foundation to support healthy attitudes and lifestyles for themselves, their families, friends and communities. The workshop is designed to expand awareness, shift perceptions around food, and empower participants with practical skills to be healthy.

Who should participate?

The training is useful for anyone interested in improving their health but is especially useful for:

- Community health workers, nurses and clinic staff
- School feeding scheme volunteers
- Permaculture gardeners and co-op members
- School Teachers
- Mothers wanting to raise healthy, strong and clever children
- Sportsmen who want to improve their general health and wellbeing
- People living with HIV/AIDS or chronic illnesses like Diabetes and Hypertension



How does the training engage with health?

The training adopts an integral framework to empower learners to engage holistically with health, nutrition, physical activity and practical herbalism. Using the integral framework, the workshop explores personal knowledge and attitudes, cultural beliefs and values, social, economic and eco-systemic drivers, as well as essential properties of nutrients and the food groups that contain these and practical strategies to promote health.

The information is anchored with practical exercises of cooking, preparing herbs, and physical movement, ensuring that the learning is hands-on and concrete. Similarly, the food and herbs prepared are also discussed in terms of their role in the Permaculture garden.

Learners share & eat the foods prepared to engage all the senses in the learning experience and encourage learners to adopt practices based on what appeals to them. The physical exercises are selected to be accessible to learners of all ages and genders without requiring great strength or fitness. Exercises emphasise the use of gentle repetitive movement, breath, stretching and body-awareness to build balance, co-ordination, flexibility, postural integrity and range of motion.

The information is presented in the vernacular, encouraging learners to engage with the concepts and practices presented in an interactive way that crosses the language barrier.

What will participants learn?

Core topics include:

- An integral map of health
- Food security
- Dietary diversity
- Environments, health and permaculture
- Food, lifestyle and common health issues like diabetes, obesity, hypertension, HIV/AIDS, TB
- Key nutrients
- How to protect your health with micronutrients and anti-oxidants
- How to reduce the risk of diabetes and obesity
- Food groups and power foods
- How to add flavour and boost health with spices and culinary herbs
- How to prepare nutritionally balanced & dense foods
- How to use herbs to manage common ailments
- Physical activity and posture
- Social strategies to improve food security



Early Childhood Development

Further Education & Training Certificate:
Early Childhood Development
SAQA Qualification ID: 58761

The Learning Programme accredited through the ETDP SETA, is an entry-level qualification for those who want to enter the field of Education, Training and Development, specifically within the sub-field of Early Childhood Development (ECD). Many of those who will seek this qualification are already practicing within the field, but without formal recognition. This qualification will enable recipients to facilitate the all-round development of young children in a manner that is sensitive to culture and individual needs (including special needs), and enable them to provide quality early childhood development services for children in a variety of contexts, including community-based services, ECD Centres, at home and in institutions.

In particular, recipients of this qualification will be able to:

- Plan and prepare for Early Childhood Development.
- Facilitate and monitor the development of babies, toddlers and young children.
- Provide care and support to babies, toddlers and young children.

Practitioners will generally carry out their role under supervision and with the support of designed programmes. This qualification will provide a means for formal recognition of those who are already practicing in the field, but without qualifications, as well as for those who wish to enter the field.

This qualification will also provide a basis for further professional development in the higher education and training band for many experienced practitioners in the field who have had limited or difficult access to further career development opportunities.



About the course:

Course Duration: The programme is offered over a period of one year.

Course Objectives: As per exit level outcomes include:

1. Communicate in a variety of ways within Early Childhood Development and societal settings.
2. Use mathematics literacy in real life and education, training and development situations.
3. Plan and prepare for Early Childhood Development.
4. Facilitate and monitor the development of babies, toddlers and young children. Provide care and support for babies,

Who should attend training?

People who are passionate about early childhood development presently operating in the environment or looking at a career in this field.

Prerequisites:

Must be able to understand, read and write English on an NQF 3 Level.



Name of the Learning Programme:
Further Education and Training Certificate
Early Childhood Development
at NQF Level 4, 165 Credits.

Skills Programme 1 – Communication Part 1, 1st Language

Module	US Type	NLRD	US Title	Level	Credits
1	Fund	119459	Write/present/sign for a wide range of contexts	4	5
2	Fund	119462	Engage in sustained oral/signed communication & evaluate spoken/signed texts	4	5
3	Fund	119469	Read/view, analyse and respond to a variety of texts	4	5
4	Fund	119471	Use language and communication in occupational learning programmes	4	5

Skills Programme 1 – Communication Part 1, 1st Language

Module	US Type	NLRD	US Title	Level	Credits
1	Fund	119459	Write/present/sign for a wide range of contexts	4	5
2	Fund	119462	Engage in sustained oral/signed communication & evaluate spoken/signed texts	4	5
3	Fund	119469	Read/view, analyse and respond to a variety of texts	4	5
4	Fund	119471	Use language and communication in occupational learning programmes	4	5

Total Credits: 20

Skills Programme 2 – Communication Part 2, 2nd Language

Module	US Type	NLRD	US Title	Level	Credits
5	Fund	119457	Verklaar en Gebruik Informasie vanaf Teks	3	5
6	Fund	119465	Skryf/Vertoon/Teken Teks vir n reeks van Kommunikasie kontekste	3	5
7	Fund	119467	Gebruik Taal en Kommunikasie in Beroeps Leerprogramme	3	5
8	Fund	119472	Akkomomodeer Gehoor en Konteks benodighede in Spraak/Getekende Kommunikasie	3	5

Total Credits: 20

Skills Programme 3 – Mathematical literacy

Module	US Type	NLRD	US Title	Level	Credits
9	Fund	9015	Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings	4	6
10	Fund	9016	Represent analyse and calculate shape and motion in 2- and 3-dimensional space in different contexts	4	4
11	Fund	7468	Use mathematics to investigate the financial aspects of personal, business, national and international issues	4	6

Total Credits: 16

Skills Programme 4 – Plan and Prepare for Early Childhood Development

Module	US Type	NLRD	US Title	Level	Credits
12	Core	244468	Prepare resources and set up the environment to support the development of babies, toddlers and young children	3	5
13	Core	244472	Prepare Early Childhood Development programmes with support	4	6
14	Core	244485	Design activities to support the development of babies, toddlers and young children	5	8

Total Credits: 19

Skills Programme 5 – Facilitate and monitor the development of babies, toddlers

Module	US Type	NLRD	US Title	Level	Credits
15	Core	244480	Facilitate the holistic development of babies, toddlers and young children	4	16
16	Core	244475	Observe and report on child development	4	6
17	Core	244484	Demonstrate knowledge and understanding of the development of babies, toddlers and young children	4	8

Total Credits: 30

Skills Programme 6 – Provide care and support to babies, toddlers and young children

Module	US Type	NLRD	US Title	Level	Credits
18	Core	244462	Work with families and communities to support Early Childhood Development	3	5
19	Core	244469	Provide care for babies, toddlers and young children	4	10

Total Credits: 15

Skills Programme 7 – Grade R - Specialisation

Module	US Type	NLRD	US Title	Level	Credits
20	Elective	244256	Facilitate a Numeracy Learning Programme in the Reception Year	5	15
21	Elective	244257	Facilitate a Literacy Learning Programme in the Reception Year	5	15
22	Elective	244260	Facilitate a Life Skills Learning Programme in the Reception Year	5	15

Total Credits: 45



EKUKHANYENI
RELIEF PROJECT

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Registration

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(NPC):
2005/035291/08

Public Benefit Organisation
(PBO):
930026782

AgriSETA Number:
AGRI/c prov/0403/12
ETDP SETA Number:
ETDPS1515

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