

**FINAL REPORT TO THE NATIONAL EDUCATIONAL COLLABORATION  
TRUST (NECT) AND UNICEF**

**Prepared by the  
NATIONAL EARLY CHILDHOOD DEVELOPMENT ALLIANCE (NECDA)**

**For the  
KWAZULU NATAL (KZN) EMERGENCY RELIEF PROJECT**



**Project Period: April – July 2022**

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## 1. OVERVIEW

The National Early Childhood Development Alliance (NECDA) was contracted by the National Education Collaboration Trust (NECT) and UNICEF to contribute to the emergency response in KwaZulu Natal (KZN) where teachers, parents and learners by extension, are supported through strengthened care and support programmes for teaching and learning through the provision of essential support and learning resources to Early Childhood Development Centres and Services.

The agreed project outcome was to provide Essential Support to ECD Centres and services as follows:

Focus Area 2: Focus Area 2: Essential Support to ECD centres and services	
<b>Output 6</b>	<b>Selected schools, ECD centres and parents/primary care givers have essential support and services through provision of LTSM (learning and teaching support material) resources that are aligned with the Curriculum Assessment and Policy Statement (CAPS) as well as the National Curriculum Framework (NCF) for Children Birth to 4 Years</b>
Activity 6.2	Provision of LTSM for schools that were affected.
Activity 6.3	Print and distribute learning and teaching support material products for LTSM (for learners) in the affected schools.
<b>Output 7</b>	<b>Parents/Caregivers and Communities are empowered to meaningfully engage with their children to attain early learning outcomes</b>
Activity 7.1	Develop a campaign, incorporating a playful approach in 12 districts that were the epicentre of the unrest with significant impact on learning.
Activity 7.2	Provide resources that help parents to continue with early learning development at home with their children
<b>Output 9</b>	<b>ECD service providers are capacitated to model, promote, and protect mental health and well-being through play-based learning in their classrooms</b>
Activity 9.1	Conduct 10 workshops with affected ECD centres and schools focusing on mental health and well-being as well as how to support children and their parents through play-based early learning as an intervention supported by the curriculum.

The following targets were set to achieve the agreed outputs:

- To reach 55 Early Childhood Development Centres (ECD) in the following 12 districts in KZN:

1. Umlazi	2. uMgungundlovu	3. Zululand
4. Pinetown	5. Harry Gwala	6. uThukela
7. uGu	8. Amajuba	9. uMkhanyakude
10. King Cetshwayo	11. uMzinyathi	12. iLembe

- To reach 2000 Parents / Caregivers
- To reach 1000 Practitioners
- Provision of ECD teaching and learning resources to support children in early childhood development programmes
- Provision of training and resources for Parents/Caregivers to support their children's early learning development at home
- ECD service providers / practitioners are capacitated to model, promote, and protect mental health and well-being through play-based learning in their classrooms

## 2. IMPLEMENTATION

### 2.1 Appointment of Service Providers for the Project

2.1.1 The NECDA Board agreed on the appointment of TREE as the Project Leader since their programme is based in KZN.

2.1.2 Training Service Providers (Resource and Training Organisations): NECDA prepared an expression of interest for Service Providers that support ECD service provisioning within KwaZulu Natal – 7 Organisations responded and were appointed as Training Providers. These were:

- Cotlands
- ELET
- LETCEE
- Lulamaphiko
- Midlands Community College
- New Beginnings
- TREE



2.1.3 Curriculum Developers: NECDA Member Organisations were invited to present their proposals and samples to consider for the development of the Curriculum. Three service providers were contracted to develop the curriculum as follows:

- ITEC (Curriculum Development and Lead Organisation for the curriculum)
- Motheo Training Institute Trust
- Ububele Educational and Psychotherapy Trust

#### 2.1.4 Additional / Support materials were provided by:

- The Do More Foundation – Repurpose for Purpose Materials. The Do More Foundation facilitated this section of the Training of Trainers.
- Book Dash Books that formed the foundation for the Parent/Caregiver component of the programme.

(these are briefly discussed within the Monitoring and Evaluation section of the report).



## 2.2 Curriculum Development and Design

### 2.2.1 NECDA Parenting/Caregiver Programme

The NECDA board procured story books from Book Dash for the innovative, creative, collaborative design and development process. ITEC was appointed to lead the curriculum development process for the parenting module.

### 2.2.2 NECDA ECD Practitioners Self Care and Wellness

Motheo Training Institute Trust and Ububele Psychotherapy Trust worked together to develop the mental health and wellness module for the ECD Practitioners. The materials produced were of a very high standard and quality.

#### ***What went well:***

- The co-ordination of the Curriculum Team by ITEC that included the responsibility for the final training products, printing and distribution thereof.
- The three curriculum developers worked under extreme pressure to deliver the materials on the date set for delivery and in time for the Training of Trainers (TOT) workshop.
- The sharing of ideas and experiences between the three Curriculum developers resulted in the development of a high-quality product.

#### ***Challenges***

- Timeframes were restrictive and extremely short.
- The Curriculum Team did not have time to test the materials before the TOT.
- Little time to consult with RTOs about the context and needs of children, parents and practitioners in their areas.

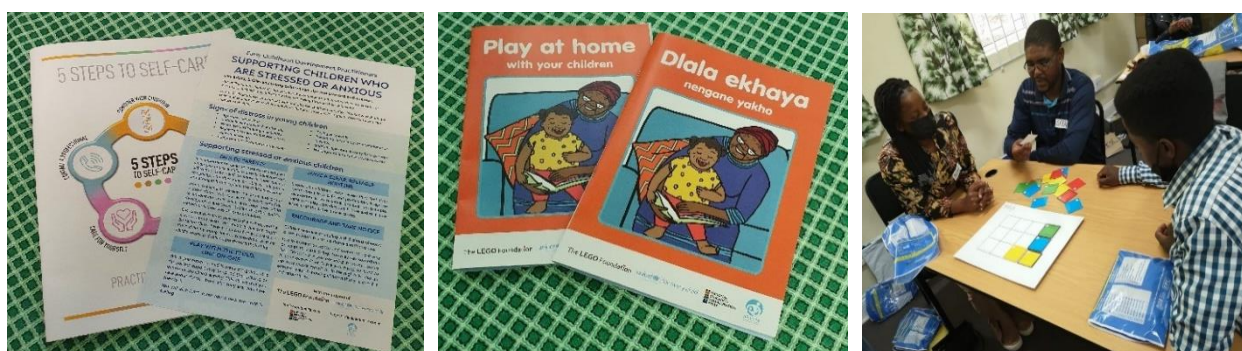
- Very little time to translate all of the materials but made every effort to translate the Parent/Caregiver materials.

## 2.3 Resource Provision

In addition to the resources provided by the Curriculum Developers, the Do More Foundation supplied 1 090 sets of Repurpose for Purpose packs. NECDA also procured 3 titles of the Book Dash Books (2 in isiZulu and 1 wordless book) that we integrated into the curriculum for the Parent/Caregiver training component. These three books made up some of the resources provided to the Parents/Caregivers.

The Curriculum for the 5 Steps to Selfcare for Practitioners presented some very new concepts to selfcare and highlighted many positive techniques to address the psychological and emotional challenges faced by Practitioners.

In addition, we designed a handout for both Practitioners and Parents/Caregivers that addressed the stresses and anxieties of children and how to support these children.



## 2.3 Training of Trainers Workshop

A two-day Training of Trainers Workshop was held at TREE. At least 2 or 3 Facilitators per Organisation were represented at the training session. The Curriculum Developers as well as the Do More Foundation Facilitator facilitated the two-day workshop.

All of the training resources, stationery, templates for reporting etc. were distributed after the workshop. Additional resources were delivered to the training providers by courier where there was a shortage or request for specific titles or English Book Dash Books.





*Delegates in attendance at the Training of Trainers Workshop held at TREE*

## 2.4 Training Workshops for Practitioners and Parents/Caregivers

We are pleased to report that the targets set for both Practitioners and Parents/Caregivers were exceeded.

Beneficiaries	Target	Actual
ECD Practitioners	1000	1134
Parents/Caregivers	2000	2113
Children	Unspecified	45 978

Each Organisation was allocated a target of 142 Practitioners and 285 parents. The table

	Lulamap hiko	ELET	LETCEE	New Beginnings	TREE	Midlands Community College	Cotlands	Total
ECD Practitioners	139	177	154	171	145	198	150	<b>1134</b>
Parents/Caregivers	296	285	303	294	310	342	283	<b>2113</b>

below indicates the reach by each of the Organisations.

Breakdown of the types of ECD programmes reached through this initiative.

ECD Programmes	Target	Reach
ECD Centres	55	810
Playgroups	-	79
Home visits	-	6
Toy libraries	-	8
Public schools	-	1
<b>Total ECD Programmes reached</b>		<b>904</b>

Each Organisation took responsibility for all logistics relating to the training of Practitioners and Parents/Caregivers. All training sessions were held within ECD Centres or Community Centres closest to where the ECD Centres originate and were central to all participants to avoid the paying of transport costs. Provisioning for catering and venue hire costs were made for ECD Centres and/or Community Centres. Training was offered over two days as follows:

- 1 x day for the Repurpose for Purpose Workshops and 1 day split between the Parent/Caregiver Workshop and the 5 Steps for Self-Care.

All practitioners and parents/caregivers received training and support materials that were aligned with the National Curriculum Framework (NCF). Both Practitioners and Parents/Caregivers acknowledged the value of the training and the resources received. These were extremely useful for use in the classroom and at home. Some of the Practitioners and Parents/Caregivers indicated initial challenges at grasping the concepts of the activities, but with practice, felt more confident about implementation in the classroom or for use in their homes and were keen to share their experiences and knowledge with each other.

Many parents were able to share indigenous games in a playful and fun manner whilst the facilitators were able to integrate these activities into the formal learning programme. It was clear to see where there were synergies and how these can be applied to children's learning both in the classroom and in the home.



***Parents demonstrating childhood games for incorporating PLAY into learning***

During the debriefing session, many of our partners / facilitators indicated the need to include indigenous games and experiences into the learning programme / curriculum.



Teaching parents to read for meaning with their children was another exciting part of





the programme where they were able to roleplay the characters and activities from the “**Play at Home**” material.

Practitioners found that the module “**5 Steps for Self-Care**” to be an excellent way to get people to start talking about their emotions and feelings, their personal concerns and how these affected their performance within the ECD Centres.

The guidelines on dealing with stress and practical examples were not always aligned to the culture of the community – a typical example would be having a massage to relieve tension was an alien concept to many practitioners. A range of examples were shared amongst practitioners that were practical, more achievable and not expensive – such as taking time out for quiet meditation or reading for relaxation.



***Repurpose for Purpose Workshops held with ECD Practitioners were practical and interesting***

The Repurpose for Purpose Workshops were held over one full day with Practitioners. They found these resources to be extremely helpful in developing young children’s problem-solving, matching, sorting, organising, sharing and concentration skills. Practitioners indicated that a follow-up workshop would be desirable to ensure that they have grasped the concepts of the programme and that they would feel more confident to use these resources within their classrooms.

Pre- and Post-Evaluations were designed and implemented at each of the workshops. These were NOT very user friendly with several of the questions being repetitive; there were comments from the facilitators that some of the questions would have been better responded to after Practitioners had implemented some of these ideas in their sites after the training – their responses would be more realistic in terms of challenges and successes after working through the activities with children. Nevertheless, they were excited to begin implementing in their respective Centres.

A highlight of the training programme was the provision of Certificates to both Practitioners and Parents/Caregivers.



***Practitioners/ Parents receive their Certificates of Attendance at the end of the training***

The Achievements, Challenges and Success are presented in the section “ANNEXURES” followed by a summary of the Monitoring and Evaluation processes undertaken by the NECDA M&E Team as well as the Lead Management Organisation – TREE.

The Curriculum Development Team as well as the Facilitators were able to set up “WhatsApp Groups” to support the Practitioners in the delivery of the programme as well as address genuine concerns regarding the well-being of Facilitators who may have to deal with very serious emotional and psychological issues arising from the training.

Some of the training organisations set up WhatsApp groups for participants. Facilitators have reported that these WhatsApp groups were extremely beneficial and participants were able to share how their “well-being” had impacted on their work in the Centres or even in their personal lives and that the Self Care Module had offered them an opportunity to manage their emotions such that these did not have such a great or negative impact in their workplace.

### 3. RECOMMENDATIONS

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The project outcomes were successfully met, however, not without some challenges that may have hampered the development and testing of the curriculum or the implementation the programme. We would like to briefly discuss these concerns and recommendations as follows:

- Sufficient and realistic timeframes for the development and testing of the curriculum must be considered when designing programmes of this nature.
- There is an opportunity to integrate more of the indigenous games and stories into the curriculum; organisations and parents are excited to share these and would like to see more of this in the learning programme. Could funds be made available to explore this concept for inclusion in Play-Based learning programmes as one example?
- Due to the very tight frames, not much could be done to translate all the materials into isiZulu. Due diligence should be given to the language of learning and teaching when developing materials.
- Sufficient time for implementation to warrant the huge spend and end results i.e. implementation at each site and ability to gauge the impact of the project. More time to be allocated to these important aspects that were covered in the training programme.
- Improved Pre and Post Evaluation Templates since these were somewhat ambiguous and repetitive. Facilitators felt that these should have been shorter and more concise for parents to complete; concern that the responses would not reflect much change in the few hours of each workshop.
- The M&E tool must be aligned to the project outcomes / deliverables Only gather data that will be used
- Suggestions that we use less paper and administration by completing the Pre and Post evaluations digitally.
  - There was a very compelling argument for the provision of funds for an “after care/mentoring” and evaluation of the programme to support the Practitioners and to assess the impact of the training. The suggestion is that Post training Research be done to evaluate and measure the impact after 3 to 6 months.
- The training organisations have developed positive relationships with the Practitioners and strongly suggest that there is a need to continue to provide more training on the aspect of “Self-Care” – this being a new initiative for most practitioners.

## 4. FINANCE REPORT

### Total Project Budget R3 286 000,00

Activity	Budget	Expenditure
Implementing Organisations	R 1 418 060,00	R 1 418 060,00
Curriculum Development, Materials Printing and Distribution	R 840 700,00	R 840 700,00
Project Management: NECDA Administration Lead Project Management Monitoring and Evaluation Financial Management	R 847 280,00	R 847 280,00
Contingency - Additional R4P Sets for ECD Centres and Training Organisations	R 179 960,00	R 179 960,00
TOTAL	R 3 286 000,00	R 3 286 000,00
FUNDS RECEIVED TO DATE	R 2 464 500,00	
BALANCE OUTSTANDING	R 821 500,00	

*\* Additional resources have been procured for each of the ECD Centres that had been represented in these workshops. Resources will be delivered to the Training Organisations for delivery to the respective ECD Centres within their training groups. These resources have been procured from the contingency budget of R179 960,00.*

## 5. CONCLUSION

The KZN ECD Relief project was a resounding success. Despite the tight timeframes and the many challenges our implementing partners faces, we managed to exceed the allocated targets. NECDA wishes to thank NECT and UNICEF for the monumental opportunity to support and serve the ECD community within KZN. This experience birthed quality curriculum and materials that will serve the ECD sector for many years to come.

We acknowledge and appreciate the valuable support of both the NECT and UNICEF teams that participated and guided us during the regular meeting updates and for their support during the implementation of the programme.

Many thanks to our Curriculum Partners for their time and investment in the production phase. Parents and practitioners now have resources to assist and support their continuous growth and develop



## KZN ECD Emergency Relief Project Evaluation Report

### 1. Districts targeted

The project targeted 55 Early Childhood Development centres across 12 districts in KwaZulu-Natal. The table below shows the 12 Districts as set out in the Service Level Agreement, and the names of the NECDA Resource and Training Organisations (RTOs) that worked across the 12 districts.

12 Districts in KZN	RTO
1. Umlazi <sup>1</sup>	ELET, TREE
2. Pinetown <sup>1</sup>	New Beginnings
3. uGu	ELET
4. King Cetshwayo	Cotlands
5. uMgungundlovu	Midlands Community College
6. Harry Gwala	Cotlands, TREE
7. Zululand	Cotlands, ELET, Lulamaphiko
8. uThukela	Midlands Community College
9. Amajuba	Cotlands,
10. uMzinyathi	Cotlands, LETCEE, Midlands Community College
11. uMkhanyakude	Cotlands, Lulamaphiko
12. iLembe	TREE

### 2. Reach per Resource and Training Organisation

Resource and Training Organisation	ECD Practitioners	Parents
Cotlands	150	283
ELET	177	285
LETCEE	154	303
Lulamaphiko	139	296
Midlands Community College	198	342
New Beginnings	171	294
TREE	145	310
<b>Total</b>	<b>1134</b>	<b>2113</b>

### 3. ECD Practitioner and parent targets compared to reach

The tables below show that targets were exceeded.

Participants targeted	Target	Reach	Target exceeded by	Percentage exceeded by
ECD Practitioners	1000	1134	134	13%
Parents	2000	2113	113	6%
Children	Unspecified	45 978	-	-

<sup>1</sup> eThekweni Metropolitan Municipality

Nearly 46 000 children were reached by this project.

#### 4. Analysis of attendance registers

Attendance registers revealed the following about participants:

Total parents	Parents									
	Gender		Age group				Source of income			
	Female	Male	15–18	19–35	36–50	50–85	Employed	Social grant	No income	No response
2113	1962	151	95	1085	703	230	295	1054	352	412
100%	93%	7%	4%	51%	33%	11%	14%	50%	17%	18%

ECD Practitioners				
Total Practitioners	Gender		Includes children with disabilities	
	Female	Male	Yes	No
1134	1119	15	152	658
100%	99%	1%	13%	58%

#### 5. ECD Programmes/services reached

The project aimed to reach 55 ECD Centres. This target was far exceeded, as the table below shows. In addition to ECD Centres, the project also reached non-centre based ECD programmes. These non-centre-based programmes are more likely to cater for children who cannot attend formal ECD Centres, either because of distance to the nearest Centre, or because parents cannot afford the costs.

ECD Programmes	Target	Reach
ECD Centres	55	810
Playgroups	-	79
Home visits	-	6
Toy libraries	-	8
Public schools	-	1
<b>Total ECD Programmes reached</b>		904

#### 6. Summary of activities

Activity as set out in the SLA (see Schedule 4 – targets and deliverables)	Target	Intervention and intended outcomes	Materials developed/ provided
1. Distribute and train practitioners on support material/toolkit aligned with the NCF,	1000 ECD Practitioners	<i>'Repurpose for Purpose'</i> <ul style="list-style-type: none"> <li>Improved children's cognitive development</li> </ul>	<ul style="list-style-type: none"> <li>Repurpose for Purpose sets</li> <li>Facilitator guide</li> </ul>

which include learning through play			
2. Conduct 1-day workshop with ECD Practitioners at affected ECD centres focusing on mental health and well-being, as well as how to support children and their parents through play-base early learning as an intervention supported by the curriculum	1000 practitioners as above	<i>'5 steps to self-care'</i> Practitioners will <ul style="list-style-type: none"> <li>Know more about their wellness and wellbeing</li> <li>Understand the 5 steps to self-care</li> <li>Find various tools for improving self-care</li> <li>Learn how to use the resources in the toolbox on their own</li> </ul>	<ul style="list-style-type: none"> <li>5 steps to self-care Facilitator Guide</li> <li>5 steps to self-care Practitioners workbook</li> <li>Handout on identifying and supporting distressed children</li> </ul>
3. Provide resources that help parents to continue with early learning development at home with their children	2000 parents	<i>'Parents Play at Home with your children'</i> workshops Parents will <ul style="list-style-type: none"> <li>Build on their understanding that play is key to children's learning and development</li> <li>Feel confident as they read playfully with their children</li> <li>Support their children's play, learning and development</li> </ul>	<ul style="list-style-type: none"> <li>3 x Book Dash books per participant</li> <li>Play and read at home booklets for parents (includes advice on supporting stressed children)</li> <li>Facilitator guide</li> </ul>

## 7. Monitoring

NECDA monitored the following four workshops during the implementation phase:

Date	RTO	Workshop
06.07.22	ELET	Practitioner Self-Care
07.07.22	New Beginnings	Parent Play at Home
07.07.22	LETCEE	Repurpose for Purpose
14.07.22	Lulamaphiko	Repurpose for Purpose

The number of ECD Centres and the number and type of participant (practitioner or parent) in attendance was verified during the monitoring sessions, as shown in the table below:

Number of ECD programmes across 4 monitored workshops	39
Number of ECD Practitioners (3 workshops)	98
Number of parents (1 workshop)	13

In addition, the gender of participants was established. There was only one male amongst the 111 participants across the four workshops. This reflects the feminisation of the ECD sector.

## 7.1 Teaching and learning strategies/workshop implementation

Workshop	Successes and challenges	Recommendations
<b>Repurpose for Purpose (Practitioners)</b>	Group activities and role plays worked well. Practical activities are useful to practitioners. Materials are extremely valuable and will enhance children's learning.	Allocate sufficient time for the programme. Need to have a follow-up programme or support to assess impact and implementation.
<b>5 steps to Self-Care (Practitioners)</b>	Practitioner participation was good. Content was relevant and needed by practitioners.	Offer self-care workshops to parents. Allocate more time to the programme. ( <i>"Time was too short...a full day to do justice"</i> )
<b>Parent Play at Home</b>	Implemented own learning strategies that included indigenous games and stories. Parents enjoyed the workshops. Extremely valuable to parents. Language was an issue – materials did not cater for all languages <sup>2</sup> .	Allocate more time for the programme.

## 7.2 General comments

Time frames were the biggest issues affecting the project. However, during the looting, the floods and the pandemic affected ECD operations. This project has increased the morale and hope of the Practitioners and has provided interactive practical skills and resources to implement new methodologies in the classroom. The curriculum has also encouraged the practitioners to vocalise parts of the content that they struggle with.

<sup>2</sup> The majority of parents participating in this project were isiZulu speaking, so parent and child materials were provided in isiZulu. There were also a limited number of materials in English to cater for parents whose home language is not isiZulu, or who use English at home.





Training of Trainers Workshop: practicing the Repurpose for Purpose materials.



Training of Trainers workshop: 5 Steps to Self- Care





Parents demonstrating childhood play as part of the Parents' Play at Home Workshops.  
(Screenshots of videos provided by TREE)



Materials for parent 'Play at Home' intervention. Parents received three Book Dash books and a booklet to guide their use.

## Early Childhood Development Practitioners SUPPORTING CHILDREN WHO ARE STRESSED OR ANXIOUS

Like adults, babies and young children can also feel stressed and anxious.

But unlike adults, children do not yet have the language to tell us when they are anxious or distressed. Instead, they tell us how they are feeling through their behaviour.

As an ECD Practitioner, you interact with and observe children every day. You know each unique child, and you notice when their behaviour changes. Look out for signs of distress so you can support each child.

### Signs of distress in young children

• Sensitive behaviour  
• Only withdrawing from friends  
• No longer participating in activities  
• Regression to earlier behaviours (e.g. thumb sucking or soiling)  
• Complaints of frequent tummy aches

- Crying very easily
- Becoming very clingy (to practitioner or parents)
- Sudden separation anxiety from parents
- No longer able to concentrate as easily

### Supporting stressed or anxious children

#### TALK TO PARENTS

• Try to speak to parents or caregivers when you notice a child suddenly behaving very differently. They may need to know if their child is distressed and they may be able to tell you if someone explains the child's behaviour.

• When talking to parents, be open and gentle. Explain that you want to work together to support their child, and help their child to thrive. Explain that their child's behaviour is a way of communicating.

• Encourage parents to play with their child, and be gentle. What the child's behaviour might mean. Parents can comfort and reassure their child by being loving, responding to their needs, and talking gently with their child.

#### WORK WITH THE CHILD, ONE-ON-ONE

• When a child is really struggling, it is important to spend time playing or doing a child's activity. This shows that you care about who they are, and how they are feeling.

• Learn more about how the child is feeling.

#### HAVE A CLEAR, RELIABLE ROUTINE

Babies and children thrive when they feel their environment is safe and predictable. Keep the daily routine as consistent as possible – for example, make sure play activities, lunch time and rest time all occur at the same time each day.

#### ENCOURAGE AND TAKE NOTICE

Children who are struggling with feelings of worry or stress begin to lose confidence in themselves.

It is important to notice and comment positively on what they are doing. You may say something like, "Wow! I see you are using so many colours in your picture!" or "I see you trying so hard to get that puzzle right!" A simple high-5 is also an effective way of showing children that you care for and value them.

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The LEGO Foundation  for every child

Implementing Partner

Project Management Partner



## 5 STEPS TO SELF-CARE



## PRACTITIONER WORKBOOK

5 Steps to Self-Care facilitator's  
Practitioner Workbook, and handout on  
supporting stressed or anxious children.

## ANNEXURE 2: TREE MONITORING AND EVALUATION REPORT

A sample of 10% of the pre and post-tests was taken of the total of parents and ECD practitioners for analysis. 211 parents and 113 ECD practitioners. 30 parents per RTO and 16 ECD practitioners per RTO.

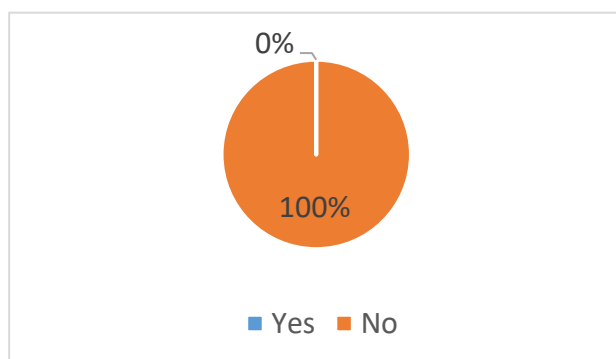
### Attendance register analysis

Parents										
Total Parents	Gender		Age Group				Source of income			
	Female	Male	15 - 18	19 - 35	36 - 50	50 - 85	Employed	Social Grant	No income	No response
2113	1962	151	95	1085	703	230	295	1054	352	412

ECD Practitioners				
Total Practitioners	Gender		Includes children with disabilities	
	Female	Male	Yes	No
1134	1119	15	152	658

### Repurpose for Purpose Pre Test analysis

1. Have you been trained on R4P previously?

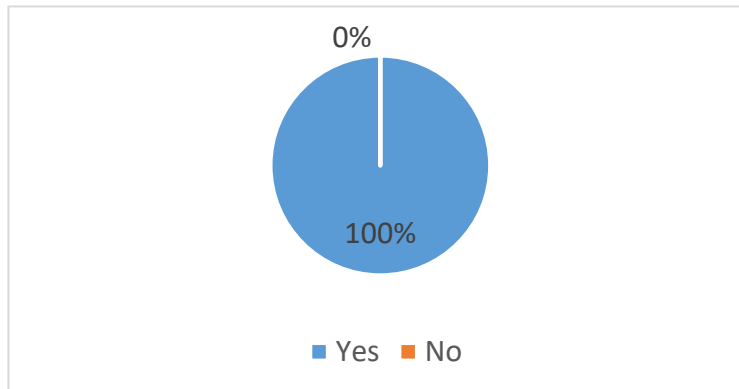


2. When learning colours, name 4 skills children will develop. (Popular answers given)
  - Reasoning and problem solving
  - Understanding key concepts
  - Focus and concentration
  - Building self-confidence
  - Comprehension & following instructions
  - Language/Vocabulary
  - See the difference in colours
  - Confirming knowledge

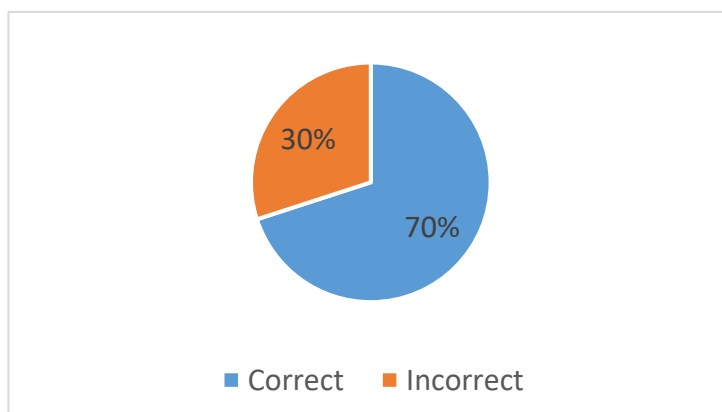


- Developed muscles and minds
  - Learning through seeing
  - Matching colours to real life object e.g. blue like the sea, yellow like the sun.
  - Decorating
3. Explain what you understand about cognitive flexibility. (Popular answers given)
- Language is where the child learns new words and develops thinking skills.
  - Ability to adapt our behaviour and thinking in response to the environment.
  - When children do activities or play, they stretch their muscles.
  - It's about combining.
  - Flexibility of the mind where you are able to use your imagination and also your memory in a flexible manner, so it is not just stuck in one place.
  - It makes children understand more what you are teaching them and make it easy for the children.
  - When a child is asked to think about multiple concepts at the same time or change their approach to solve a problem.
  - How to understand.
  - To be flexible with the children in the school.
  - It makes it easy for children to see difference in colours and easy to see the robots in town.
  - Being independent and knowing how to do things on your own.

4. Is it important to teach children according to their age?



5. What does ELDA stand for?



6. When doing activities and children are not successful, how do you handle that?

(Popular answers given)

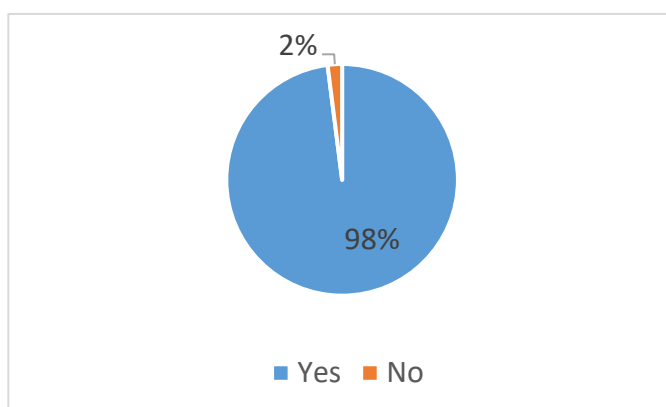
- We repeat the activities so that all children become good at doing them.
- Patiently re-teach the children the activities.
- Change the way that you teach the children until they understand.
- Keep on pushing until they understand.
- Do a recap everyday so that children get more chances to understand and also mix the child with children who do understand so they learn from each other.
- Give the child individual attention.

7. What items in your working environment would you or do you use to teach children

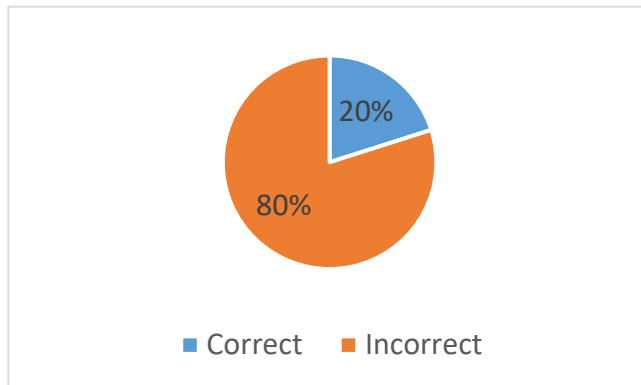
how to count? (Popular answers given)

- Puzzles
- Stones
- Balls
- Wooden blocks
- Fingers and toes
- Number chart / Abacus
- Cool drink lids
- Match sticks
- Pens / Beads / Buttons
- Tracing numbers worksheet
- Toilet roll
- Sticks of lollipops
- Stacking cups
- LEGO duplo

8. Does learning patterns form part of learning maths?



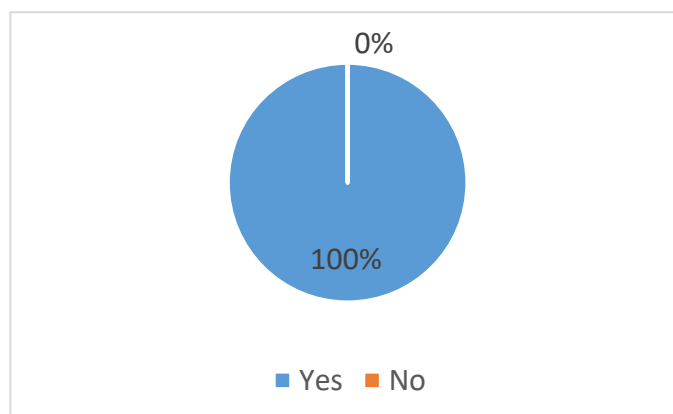
9. Why is it important to always work from left to right?



10. Why do you think it is important to match shapes with objects in reality with the same shape? (Popular answers given)

- So that the child can see it and understand it fast.
- Geometry encompasses two major components; one is reasoning about shapes or how the child shows the difference between a triangle and a square.
- To understand that we can compare shapes in a different way like sides of shapes.
- It is easy for them to see shapes in reality and in school.
- To understand colours.
- So that children know the shapes as shown in reality.
- Identification of shapes.

11. Do you believe playing can help children who are stressed/traumatised/grieved?



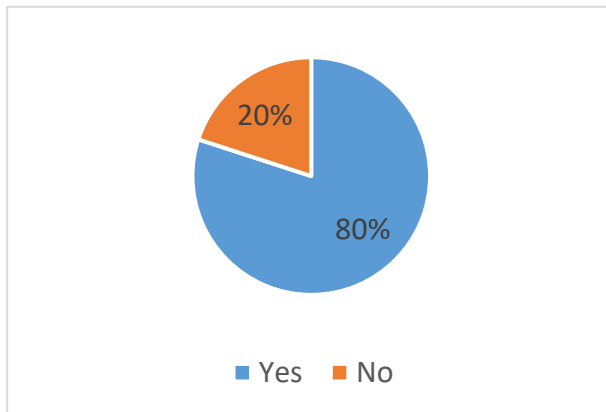
12. What activities and resources do you use to help/support children who are or show signs of being stressed/traumatised/grieved? (Popular answers given)

- Outdoor activities
- Playing with a ball
- Playing in the pretend area.
- Playing with puzzles
- Paper dolls
- Singing using instruments

- Doing yoga
- Talking to children / Story Telling
- Doing writing activities
- Action songs / Sing and clap for the child until they sleep

### **Repurpose for Purpose Post Test Analysis**

#### 1. Have you been trained on R4P previously?



#### 2. When learning colours, name 4 skills children will develop (Popular answers given)

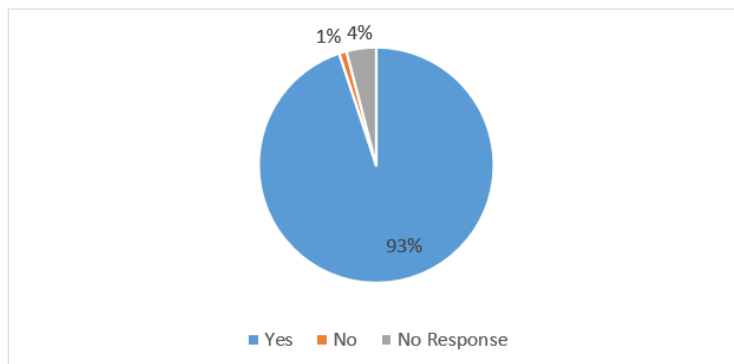
- Physical development
- Emotional development
- Planning or matching
- Counting
- Sorting
- Listening skills
- Communication skills
- Language development
- Patterns

#### 3. Explain what you understand about cognitive flexibility (Popular answers given)

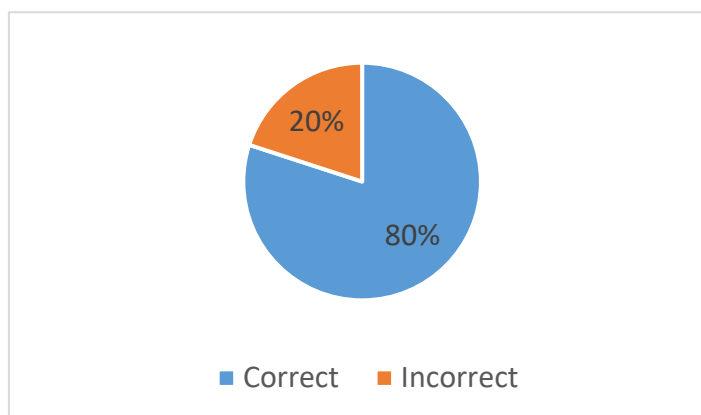
- Solving problems
- To help with difficult situations
- Develop children's concentration
- Learning different positions
- Brain activity
- Practiced through constancy matching
- Focussing on different positions
- Ability to adapt behaviour



4. Is it important to teach children according to their ages?



5. What does ELDA stand for?



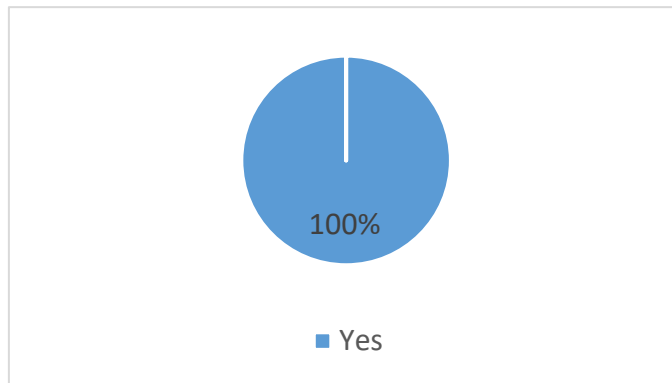
6. When doing activities and children are not successful, how do you handle that?  
(Popular answers given)

- Helping the children individually
- Try another method to make child understand
- Start again
- Encourage
- Make examples
- Utilise patience

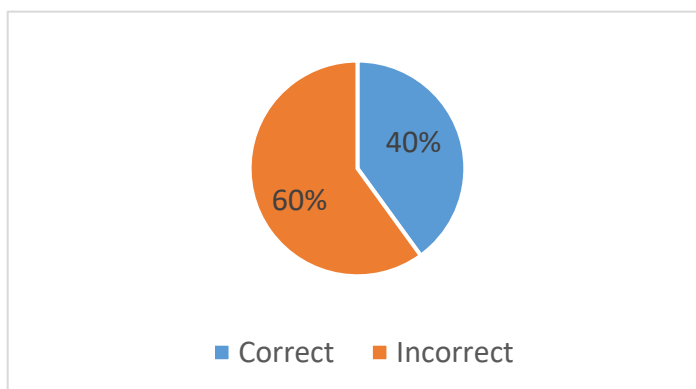
7. What item in your working environment would you or do you use to teach children how to count? (Popular answers given)

- Blocks / shapes
- Numbers / Number charts
- Stones
- Fingers
- Sticks
- Bottle lids

8. Does learning patterns form part of learning maths?



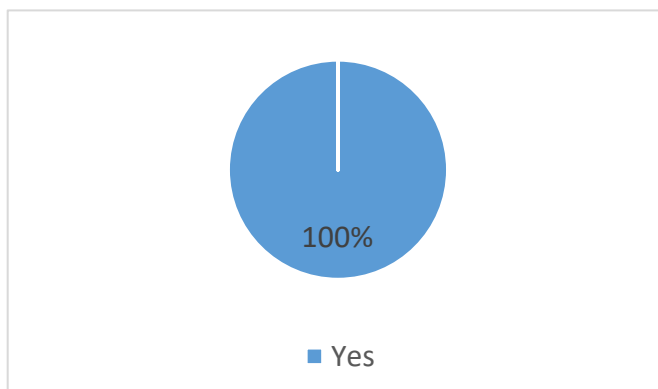
9. Why is it important to always work from left to right?



10. Why do you think it is important to match shapes with objects in reality with the same shape? (Popular answers given)

- To give knowledge.
- To understand reality.
- To easily differentiate objects.
- The child will learn more and have a better understanding of the shapes.
- Understanding the shapes of the things they see in the world around them.

11. Do you believe playing can help children who are stressed/traumatised/grieved?



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12. What activities and resources do you use to help/support children who are or show signs of being stressed/traumatised/grieved? (Popular answers given)

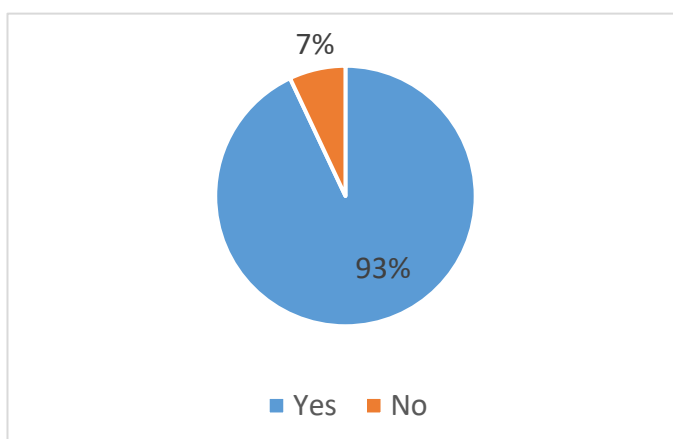
- Playing and giving sweets.
- Sorting and matching.
- Talk to the child and support them.
- Read them a story.
- Singing
- Physical activities.
- Making the child laugh .
- Drawing and using creativity.
- Using fantasy play activities.

**Self – Care Pre-Test**

1. What is your understanding of self-care? (Popular answers given)

- Take care of myself, loving myself, eating healthy and dress nice.
- Taking care of your emotional, physical and mental well-being.
- It is taking care of yourself.
- The multi-dimensional process of purposeful engagement.
- Safety at work.
- Communicate and connect.
- Compassion and contribution.

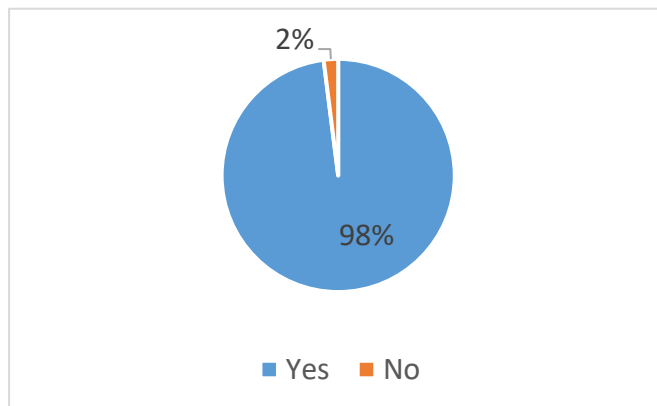
2. Are you able identify when you are experiencing negative emotions?



3. What methods do you use when you are anxious, stressed, or angry? (Popular answers given)

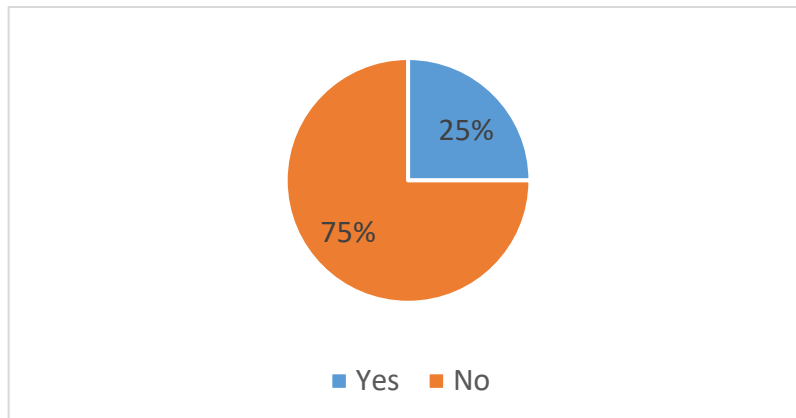
- I breathe in and out, I walk, I sing, I talk to people I trust.
- Communicate with someone close to me or talk to myself and eat something that makes me feel good and happy like junk food.

- I talk to someone about my problems.
  - Drink a lot of water.
  - Try not to show to children, be friendly.
  - Calm myself down and not talk out of anger.
  - Get plenty of sleep.
4. What are you currently doing to take care of yourself physically and emotionally?  
(Popular answers given)
- I eat healthy and go out with my children.
  - Reading books that motivate me and keep positive but physically I don't do anything.
  - Exercising for physical care and singing for emotional care.
  - Contact professionals.
  - Communicate with your colleagues.
  - Retail therapy.
  - Get fresh air, exposure to sunlight.
5. Do you have people that you are able to confide in when facing adversity?



6. Do you realise and appreciate the positive elements or people in your life, if so how?  
(Popular answers given)
- Yes, by calling them and wishing them good luck.
  - Yes, I communicate with me in a positive and motivational manner. I buy them something that I know they need and like according to what they have mentioned to me.
  - Give them compliments and show them you are happy.
  - Tell them they are helpful and important.
  - Thank them and let them know how their advice have worked positively for me.

7. Have you ever sought professional mental health services before?

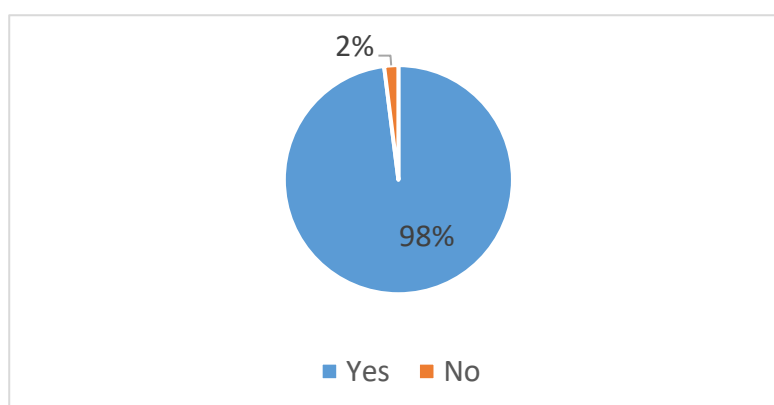


**Self – Care Post Test**

1. What is your understanding of self – care? (Popular answers given)

- I talk to someone I trust and adjust myself by telling myself that God is with me and I am not alone.
- It's putting yourself first.
- Self - care is when you take care of yourself and behaviour to promote healthy and active.
- Maintaining myself and having me time.
- Living a long life.
- Protecting and preserving myself.

2. Are you able to identify when you are experiencing negative emotions?



3. What methods will you use when you are anxious, stressed or angry? (Popular answers given)

- Sometimes I sing gospel music or I go to the toilet and cry alone then come back clean and clear in front of others.

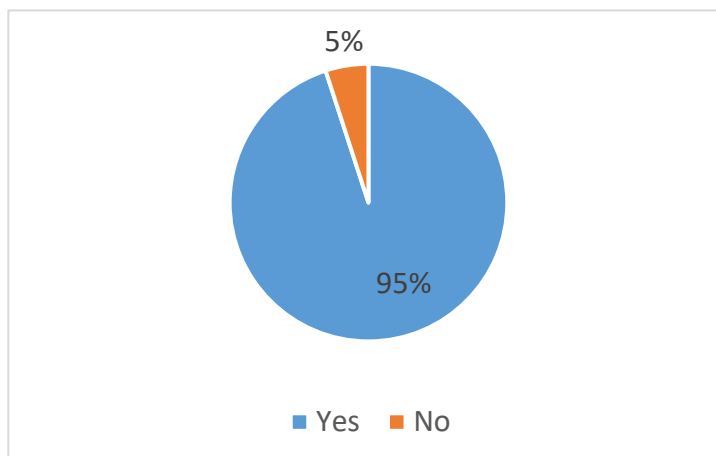


- Deep breathing exercises.
- Have someone to talk to.
- Talk to a tree.
- Contact professionals.
- Care for myself.
- Communicate and connect.
- Ignore it.

4. What will you do to take care of yourself physically and emotionally? (Popular answers given)

- Firstly, I pray, then drink water because I can't eat when I am emotional.
- Deep breathing, communicate, exercising and eating healthy.
- Sing your favourite song.
- Meditate every morning.
- Thanking them.
- Seek professional help.

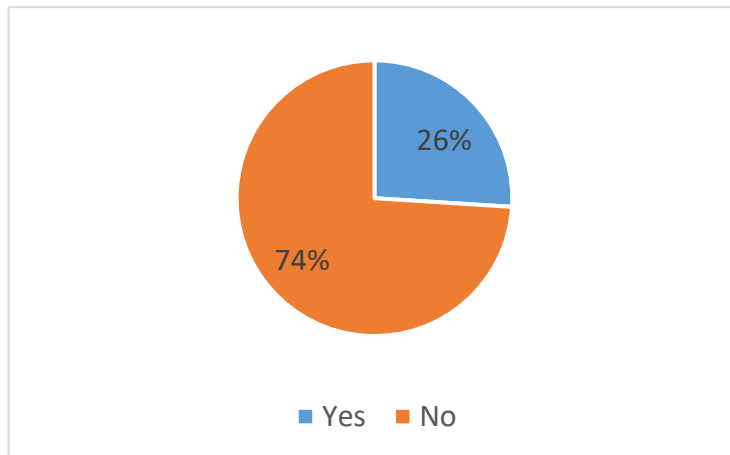
5. Do you have people that you are able to confide in when facing adversity?



6. How will you practice gratitude? (Popular answers given)

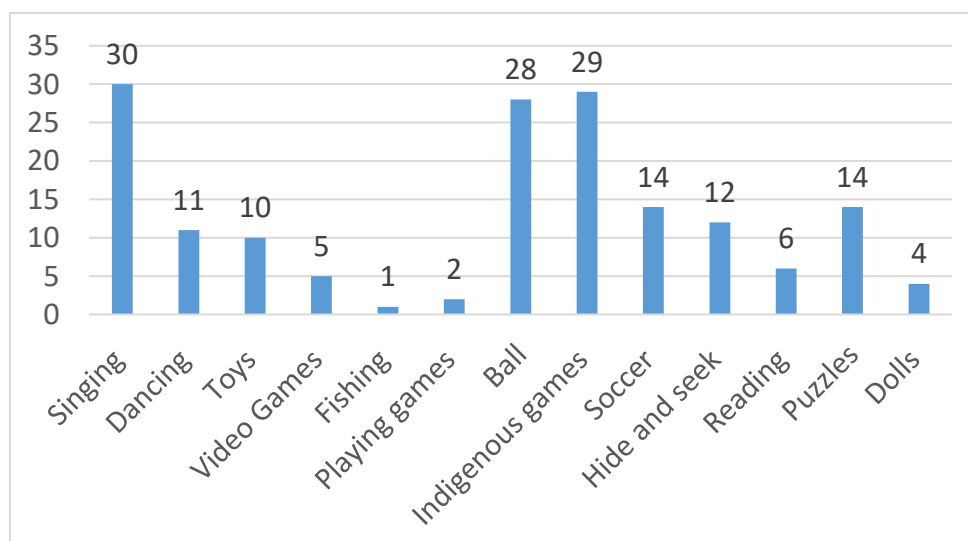
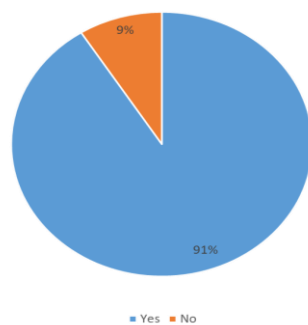
- I face them and I talk to them and try by all means to sort them out.
- Communication.
- Good attitude towards others.
- I expect motivation from my supervisor.
- By appreciating.

7. Have you ever sought professional mental health services before?

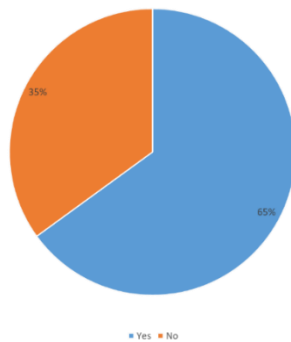


## Play at Home with your children Pre-Test Analysis

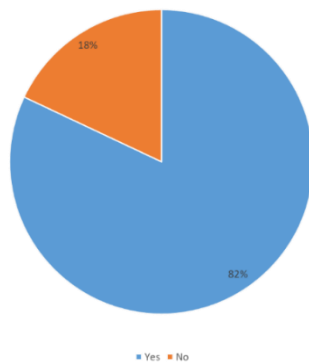
1. Do you play with your child(ren) at home? If yes, name 2 games you play.



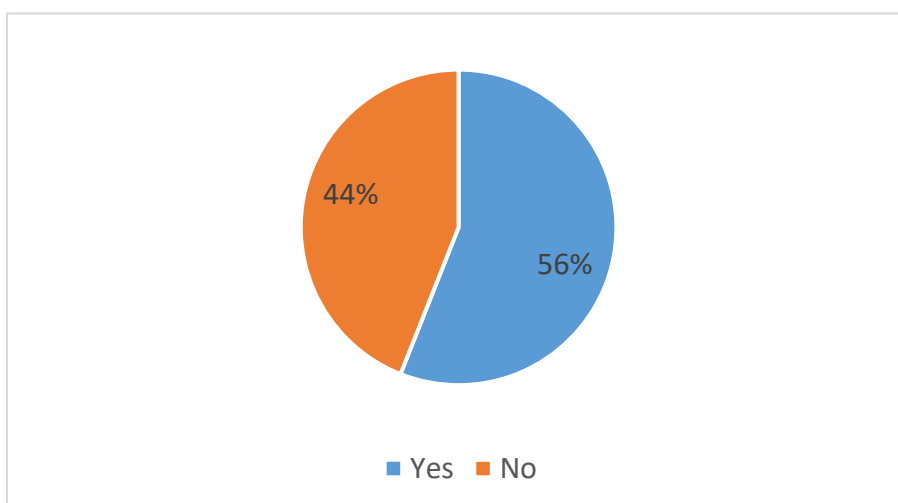
2. Do you verbally tell stories to your child at home?



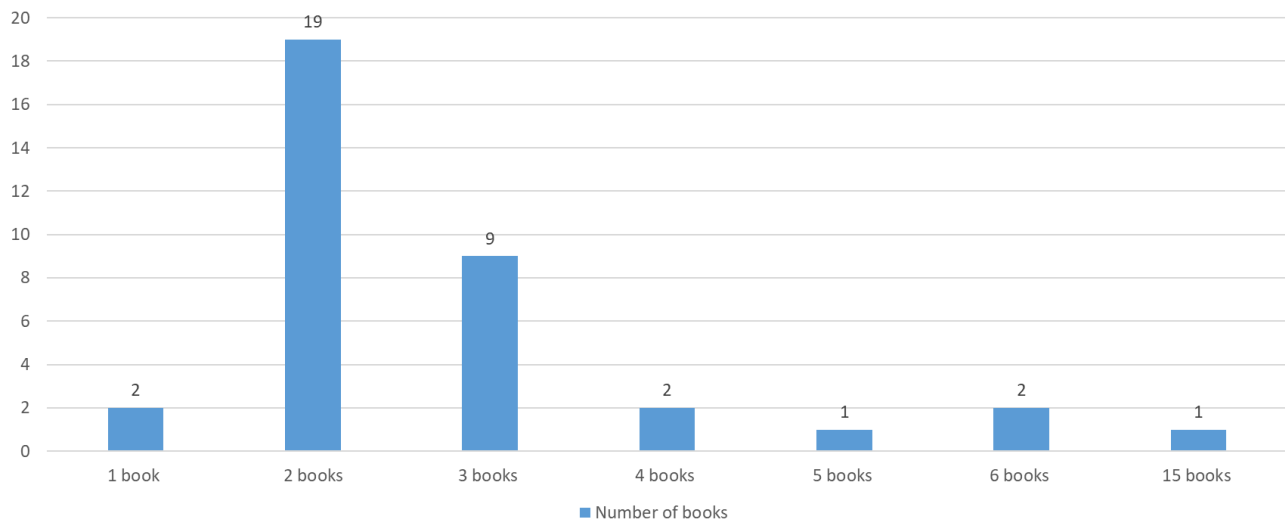
3. Do you read story books to your child(ren)



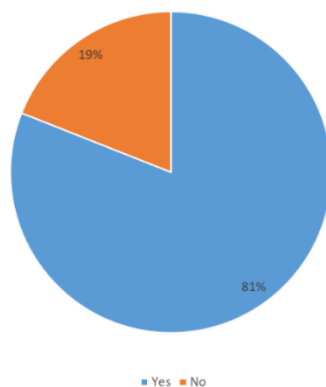
4. Do you have child- friendly story books at home?



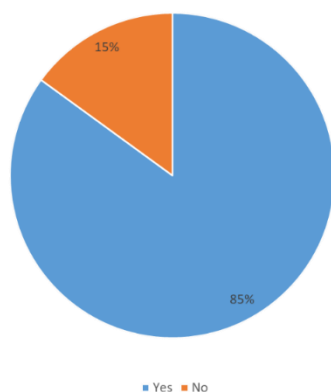
5. If you answered yes to the above question, how many?



6. Do you think it is also important to tell stories to babies (0-1 years)?



7. Is it important for children to play or use story books with only pictures?



8. If you answered yes, why? (Popular answers given)

- It makes children happy.
- It enables children to tell stories – language development.
- Cognitive development.
- Children learn concepts, colours etc.
- Children gain knowledge of the world.
- It is easier for children to understand pictures than words.
- Emotional development .
- Creativity.
- Children believe through seeing.

9. What do you think reading to your child helps them with? (Popular answers given)

- Language skills – learning new words.
- Learning about the world.
- Prepares child for school.
- Bonding with their children.
- Cognitive development.
- Listening skills.
- Nothing.
- Creates love for reading.
- Start of writing skills development.
- Communication with others.

10. Why should you ask children questions while reading or telling a story to your child(ren)? (Popular answers given)

- To ensure the child is hearing and understanding.
- Build their confidence in their ability to express themselves using words.
- Language development.

11. Why do you think it is good to link the activities in the story to reality? (Popular answers given)

- For the child to understand what they were told.
- They can link the stories to real life.
- Improving memory skills .
- Practically see and understand activity.
- Children learn by doing.
- To make it more fun .
- So, they know what is real and what is not real.
- Understanding that what happens in books can happen in real life.



12. Do you know which signs to look out for to know when your child is stressed, traumatised or grieving? (Popular answers given)

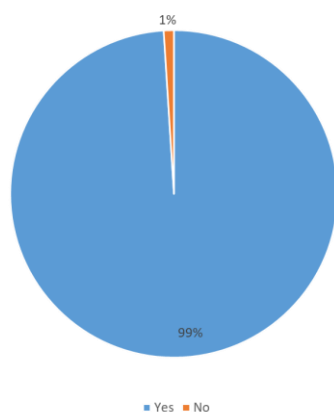
- The child is tense
- Parent cannot tell
- Child is sleepy a lot
- Child is too quiet
- Child is too angry/ short tempered
- Child is crying all the time
- Child is isolating themselves
- Child has a loss of appetite
- Child has fatigue
- Child is hitting others / violent

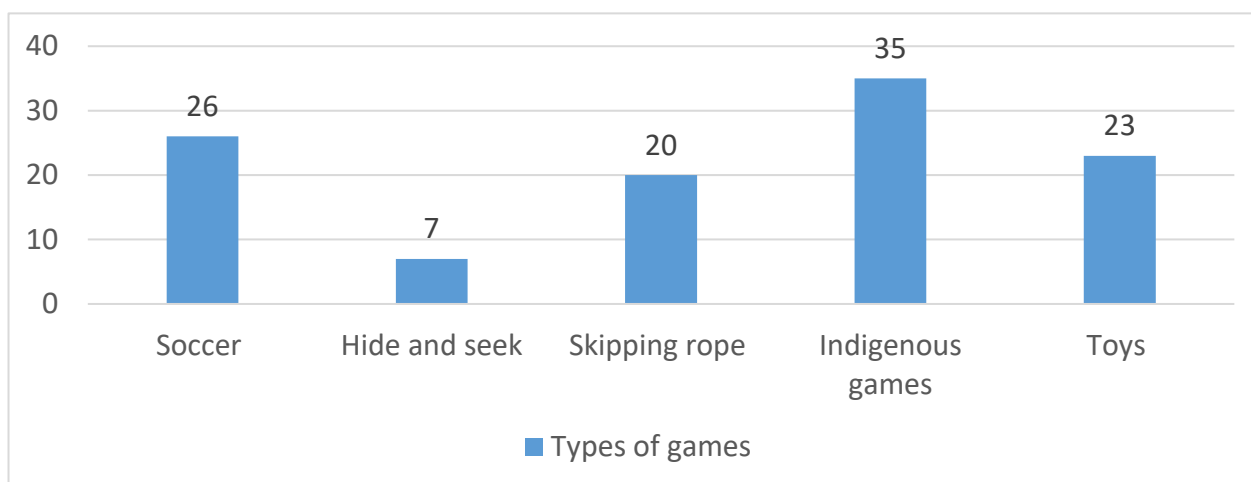
13. What activities/ games do you do to help support your child during difficult times? (Popular answers given)

- Indigenous games
- Toys
- Soccer ball
- Puzzles
- Jumping
- Playing donkey
- Telling stories
- Making them laugh
- Talk to the child
- Shopping and milkshakes
- Reading the bible
- Play music

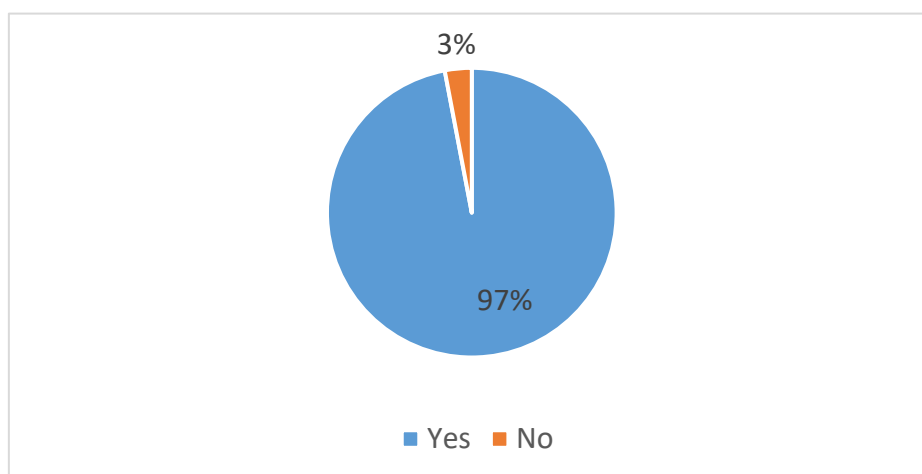
### Play at Home with your children Post Test Analysis

1. Do you play with your child(ren) at home? If yes, name 2 games you play.

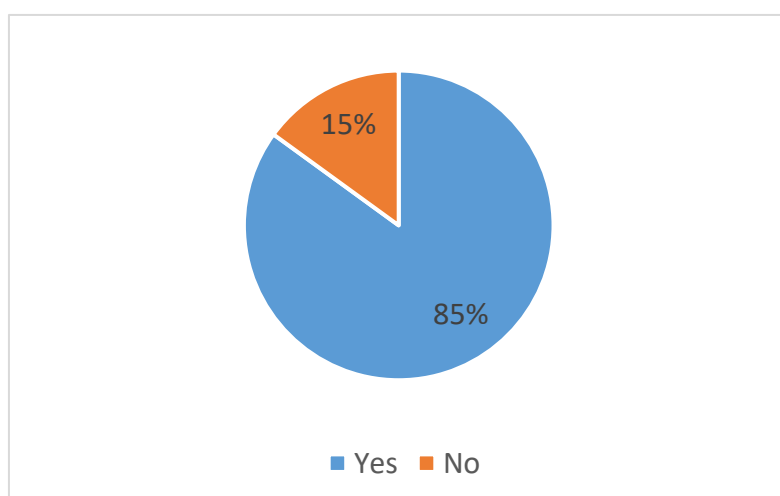




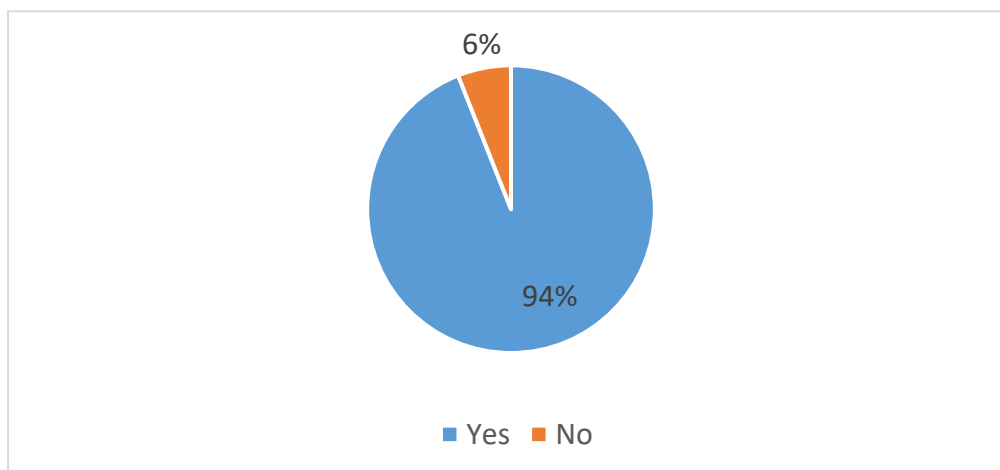
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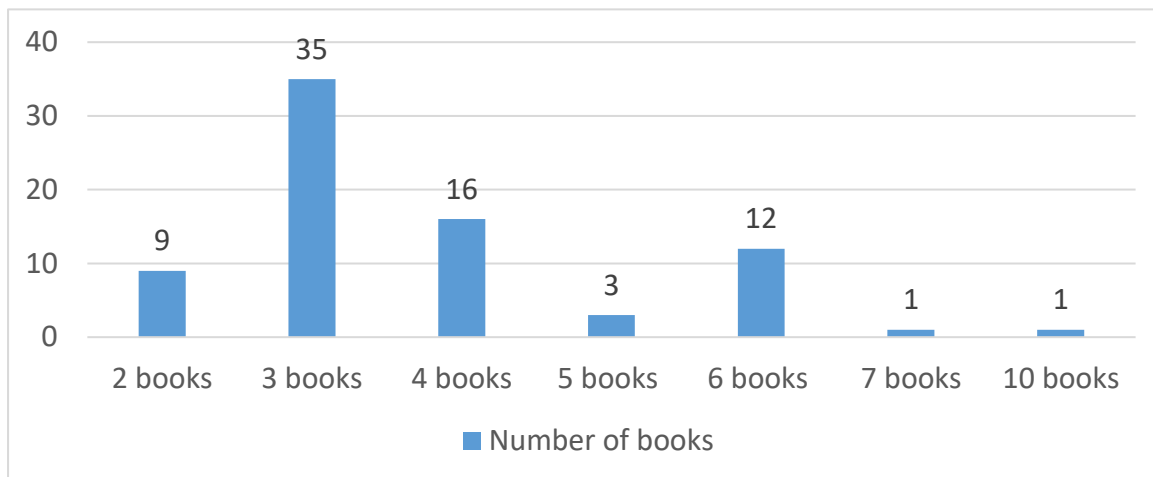
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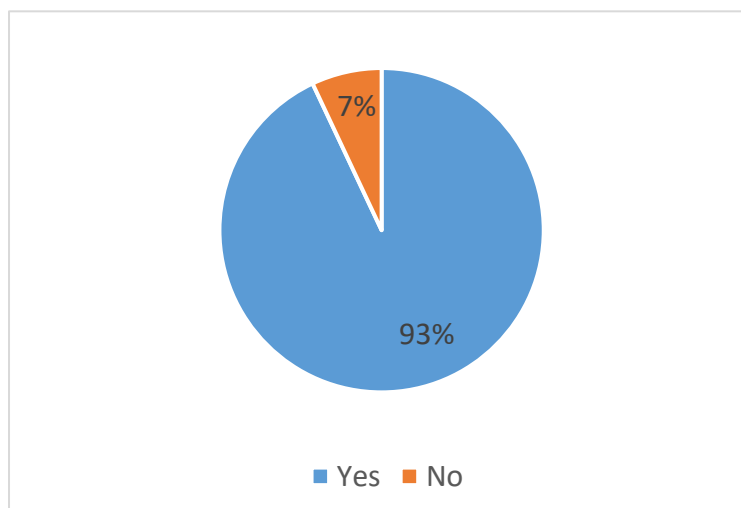
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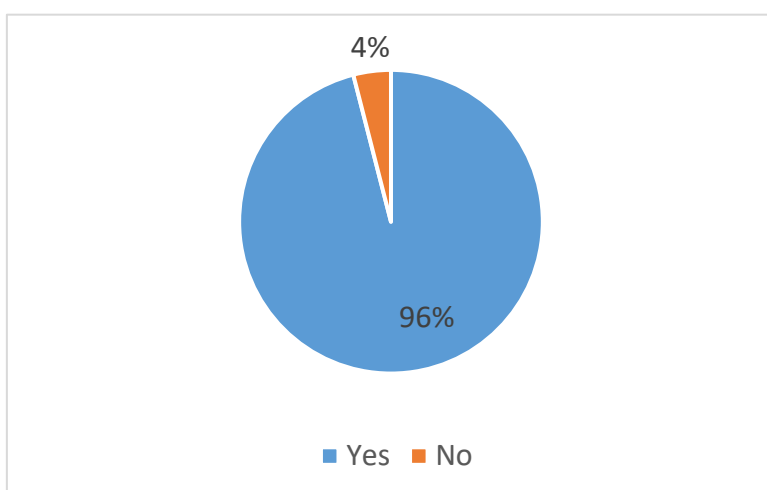
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- Language development.

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- They can link the stories to real life.
- Understanding that what happens in books can happen in real life.

12. Do you know which signs to look out for to know when your child is stressed, traumatised or grieving? (Popular answers given)

- The child is tense

- Child is sleepy a lot
- Child is too quiet
- Child is too angry/ short tempered
- Child is crying all the time
- Child is isolating themselves
- Child has a loss of appetite
- Child has fatigue
- Child is hitting others / violent

13. What activities/ games do you do to help support your child during difficult times?  
(Popular answers given)

- Telling stories
- Making them laugh
- Talk to the child
- Reading the bible
- Play music

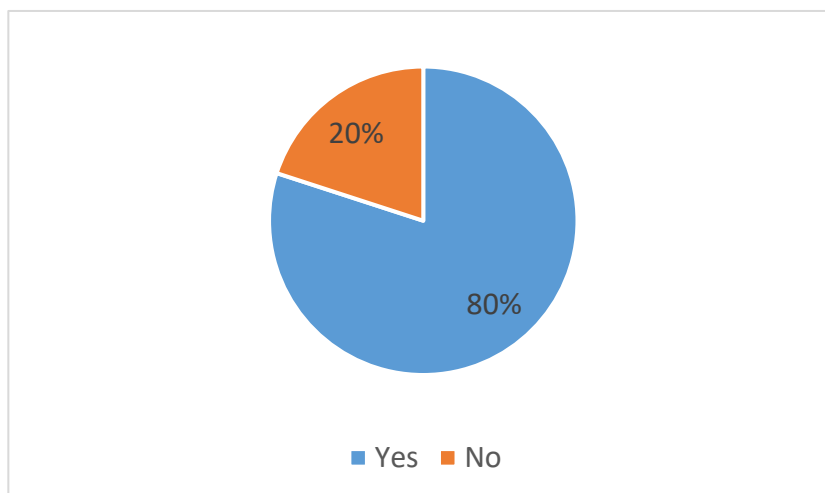
**Additional Questions Analysis**

1. List the learning and teaching support materials (LTSM) you have in your ECD Programme. (Popular answers given)

- Shapes
- Colours
- Objects
- Books
- Toys
- Charts
- Play dough
- Construction blocks
- Crayons
- Jungle gym
- Sand pit
- Puppets
- Puzzles



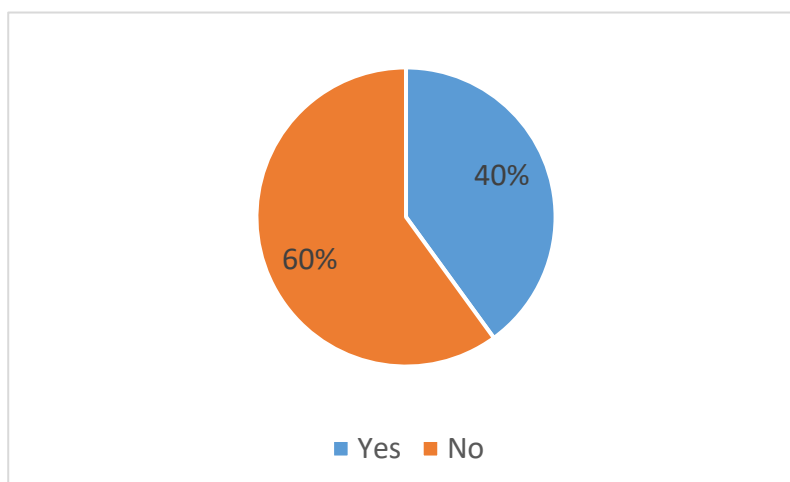
2. Does the ECD programme have a curriculum that it uses



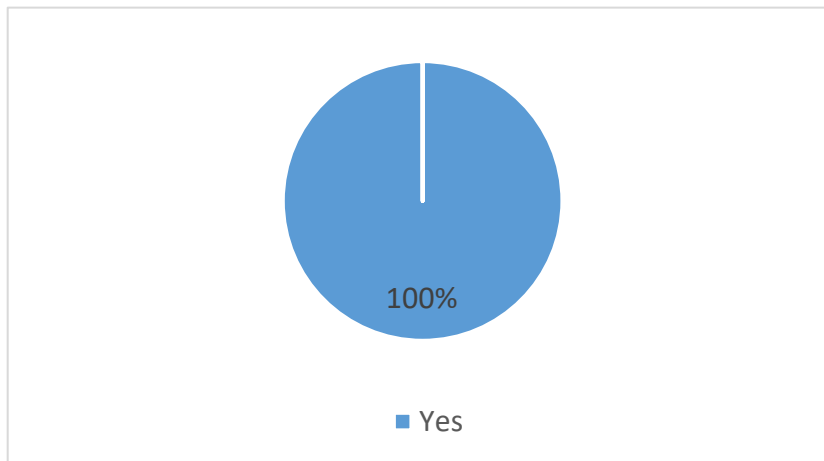
3. If yes, which curriculum do you use? (Popular answers given)

- NCF
- Unlimited child curriculum
- CAPS
- Step by step programme

4. Have you received any ECD curriculum training from July 2021 to date?



5. Do you use a play-based learning approach in your teaching?



6. What activities have you learnt from the training that you will use to help support children who are or show signs of being stressed/traumatised/grieved? (Popular answers given)

- Sorting and matching activities.
- Mixing colours and hiding them so that the child can memorize them.
- Use shapes with different colours.
- Every child to be creative and open minded.
- Communicate with a child in order to understand the problem the child is facing and also communicate with parents.
- Involve social workers.
- Group the child with others to distract them.
- Play based learning to release a child from stress.
- Story telling.
- Breathing exercises.

### ANNEXURE 3: SUMMARY OF THE TRAINING AND IMPLEMENTATION REPORT: TREE

TREE Deliverables / Targets	Outcome
1. Develop a detailed Project Plan	Achieved
2. Allocate targets to each Implementing Partner	Achieved
3. Design and develop pre and post-test assessment tool	Achieved
4. Liaise with the selected RTO's providing training materials	Achieved
5. Co -ordinate the Training of Trainers (TOT)	Achieved
6. Develop a detailed Project Plan	Achieved
7. Allocate targets to each Implementing Partner	Achieved
8. Design and develop pre and post-test assessment tool	Achieved
9. Liaise with the selected RTO's providing training materials	Achieved
10. Co -ordinate the Training of Trainers (TOT)	Achieved
11. Co-ordination of the Training packs for RTO implementing partners comprising of:	Achieved
12. Registers	Achieved
13. Travel Log Sheet	Achieved
14. Pre and Post Test	Achieved
15. Training Materials	Achieved

#### Successes

##### Module 1: Repurpose for Purpose (DMF)

The R4P materials created practical learning opportunities for practitioners of which some struggled with initially. Through practice the activities encouraged practitioners to explore their own understanding of these materials increasing the confidence and prompted in depth group discussions ascertaining how children will benefit. Practitioners collectively agreed the use of this resource in ECD centres will further support the growth and the development of children i.e.

- Becoming organized.
- Learning to share.
- Problem solving.
- Matching and sorting.
- listening and concentration skills.

The videos in conjunction with the resources assisted the practitioners in their understanding showcasing the varied methodologies of how children learn through play, their developmental paces and encouraging every child's leadership ability.

The R4P support pack tool provided gave the practitioners confidence and skills to implement successfully within their ECD centres, sites and playgroups.

### **Module 2: Play at home with your children**

- The *Play at home with your children* module was an outstanding opportunity for Parent and Children to reconnect and strengthen family relations. The books were easily understood and parents who usually struggled with literacy were now confident to interact with the children.
- The allocation of time for the programme worked well.

### **Module 3: Self Care**

- Understanding Self-Care with the ECD sphere in relation to personal and professional wellbeing was a new concept for most practitioners. This module provided practitioners with the opportunity to acquire inexpensive skills and practical tools to ensure they are emotionally and mentally well to deliver in the many roles they play.
- The content resonated with many addressing real life issues

### **Challenges**

- It was evident that some practitioners struggled with change and the ability to shift their thinking during the training sessions. Continuous learning is required to promote a significant paradigm shift.
- Implementing partners struggled with managing time to ensure each module received adequate attention however, found alternate methods to address this.
- Practitioners arriving late due to distances also impacted the process.
- Language barriers and terminology used

### **Recommendations**

- Practitioners follow up workshops to ensure continuity and promotion of skills development.
- The importance of producing age-appropriate games and activities which supports learn
- The continuity of the self-care programme assists and supports the Practitioners. A desperate appeal to NECDA for continuity of this programme.
- Create opportunities and platforms to support Practitioners through WhatsApp's
- The ECD practitioners shared the positive responses on WhatsApp group where they appreciated the lessons, positive impact of the program in their lives and the commitments that they will start to change their lifestyle, eat healthy, be happy and always put themselves first.