







Enhancing Parental Engagement: Assessing the impact of the 'Caregiver Learning through Play' Programme in South Africa













The Consortium



The Learning through Play consortium members are:



Prime Partner: Experience in curriculum-based ECD Parenting and Play programmes and NGO training in 7 provinces



Lead Partner in M&E and Advocacy: Experience in integrated ECD programming across 5 provinces, M&E & Advocacy



ECD Network and Implementing Partner: Network of 21 ECD organisations. Over 40 years experience in curriculum development, programming & networking in 7 provinces



Implementing Partner: Experience in evidence-based Curriculum development, Parenting and Play programmes in 2 provinces

CLTP goal and objectives





Caregivers are empowered in their role as educators and gain knowledge and skills to engage in and actively incorporate Learning through Play (LtP) in their daily interactions with their children.

2

Practitioners

(including community healthcare workers, social workers, ECD practitioners, etc.) understand their role in facilitating playful interactions between caregivers and children and are capacitated to engage with caregivers to facilitate LTP in the home.

3

Practitioner
training
providers include
the active engagement
and support of
caregivers as a core
component in their
training programmes,
with an emphasis on
LtP.



administrators
and policy
makers understand
and integrate homebased LtP into
programmatic
implementation,
training, and quality
assurance.

Beneficiaries, Partners and Stakeholders in the

Project

Applying a Whole of Society Approach

The Lego Foundation

Local Government
Provincial Government
National Government
Business Sector

Community Stakeholders and Community Based Organisations

Consortium Partners who implement the programme



Children and Caregivers

Funded by the Lego Foundation

Department of Basic Education,
Department of Social Development,
Department of Health, Further and Higher
Education Institutions, Business Sector as
Nutrition Partners

Local community structures and grassroots community based organisations as partners

Four implementation partners in 7 provinces of South Africa

Target caregivers and ECD practitioners of 600000 children under 6 years of age

The methodological approach



- The CLTP curriculum is evidencebased
- Delivered face-to-face and instructor lead
- Two sessions of 4 hours
- Followed by digital messaging support

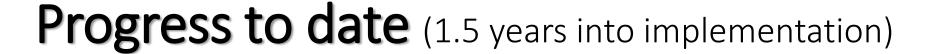
Curriculum and Delivery Strategy

Programme Focus

- Responsive care parenting
- Learning through Play (LtP) interactions between caregivers and young children (0-6 years) in the home

 The programme's impact was assessed through an initial evaluation of Knowledge, Attitudes, and Practices (KAP) of caregivers around the importance of play and monitoring of caregivers' stress and depression levels.

Impact Measures and Indicators





Indicator	Reach
Community Level	
Caregivers reached	123 849
Practitioners reached	2 985

Systems Level

Integration of aspects of CLTP into DBE's National Parenting Program (NPP)

Support to DBE's NPP roll out

4 provinces

Impact Progress (Caregiver Level)

















gg ent learnin complete attend, implem to and Motivation training Eager to learn

Want to improve own and children's lives

Perceived increase in employability

Meal vouchers and nutritional support addresses food insecurity

Certificates and recognition

Well received

Digital Key messaging

Not main locus of awareness

Worked better for Outcome 1 intervention than for Outcome 2



Attitude towards Learning through Play (LtP)

Before:

Beliefs focused on love and basic needs, not play.

Views play as a distraction from learning

After:

Beliefs shifted to appreciate the importance of holistic development

Now encourages children to play



Attitude towards Memorisation and Rote Learning

Before:

Memorisation and Rote Learning seen as important

After:

Play and holistic development is a key aspect

Reduced focus on memorization and rote learning



Attitude towards the role of ECD centres and programming

Before:

ECD centre programme has sole responsibility for children's learning

Parental role is limited to meeting basic needs

After:

Play and holistic development in ECD centre programmes is a key aspect of future success

Shared and supportive role between ECD centre programme and caregivers to promote holistic development and learning through play



Play can happen anywhere and without toys

Before:

Believes that children NEED toys to play

No time to play with children

After:

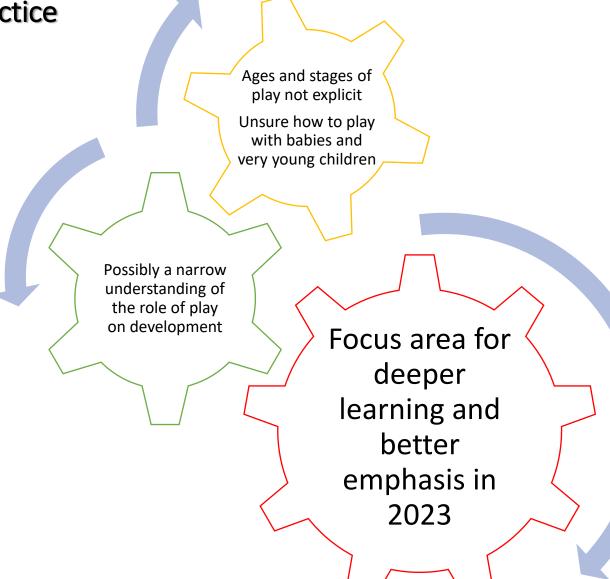
Shift in attitude to acknowledge that play can happen anywhere any time and no special toys are needed

Still struggling to find time to play with children

Home environments are not as conducive to play as they would like it to be

Implementation and Practice





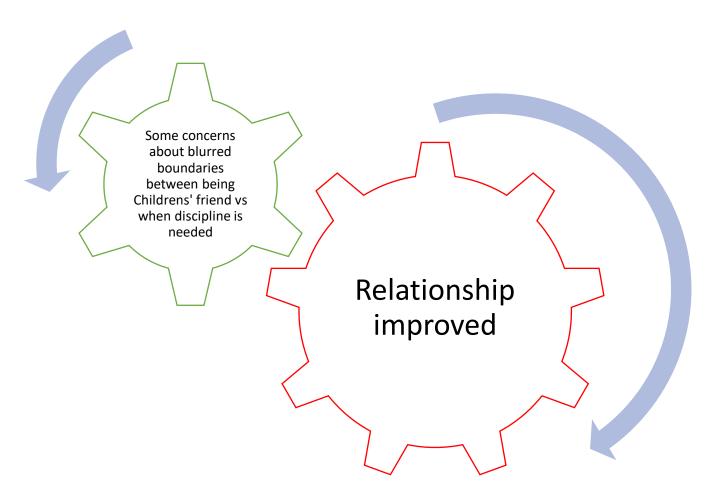
Parent Child Bond and Relationship



Caregivers report that children demonstrated:

Improved communication skills

Improved social skills





Thank You

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