

# BRIDGE



LINKING INNOVATORS IN EDUCATION

FOCUS AREA:  
**EARLY CHILDHOOD  
DEVELOPMENT**



## PARENTING YOUNG CHILDREN (0-5 YEARS) SEMINAR



### Meeting Highlights

7 SEPTEMBER 2021



### SETTING THE SCENE

Welcoming participants to the CoP, BRIDGE ECD Programmes Manager, Thandeka Rantsi explained that in the past year, the BRIDGE National and provincial ECD CoPs have explored various aspects of caregiving and caregiver support in the context of ECD. The Western Cape ECD CoP, in particular, has been grappling with the questions: What is parenting? What is good parenting support? And what should good parenting support ideally look like? In an effort to extend the conversation to the broader ECD community, the Western Cape ECD CoP members formulated a working group comprised of Kayin Scholtz (DG Murray Trust and Ilifa Labantwana), Pam Picken (Do More Foundation), Kaathima Ebrahim (Mikhulu Trust), Yomelelani Twetwa (DG Murray Trust), Kauthar Conrad (BRIDGE) and Thandeka Rantsi (BRIDGE) who were responsible for coordinating the seminar.

BRIDGE CEO, Vuyiswa Ncontsa, facilitated the seminar. Contextualising the objective of the seminar, Vuyiswa affirmed that while parents and caregivers all want what is best for their children, being a parent is not easy. Healthy parental involvement and intervention in a child's day-to-day life is said to lay a foundation for better social and academic skills. A secure attachment is known to lead to a healthy social, emotional and cognitive development of a child. In South Africa, however, approximately a third of children, below the age of 17, live with both parents; 42% of children live with their mothers but a significant 21% of children do not live with their parents (General Household Survey of 2019). This means that many children are raised by their grandparents and other relatives especially in poorer communities, due to labour migration and other reasons. Dr Bruce Parry in his book, *What Happened to You*, says more than 130 million babies are born in the world every year, with each child arriving into their own unique set of social, economic and cultural circumstances. Some are welcomed with gratitude and joy in the arms of doting parents and families, while others may experience rejection, pressures of poverty and cycles of violence. As NGOs in education, some of us have had very little engagements with parents, but with the pandemic, we are learning the value of having these stakeholders as critical social partners, to build back better and stronger for recovery.

“

**parenting is the activity of providing support, care and love in a way that leads to a child's total development.**

Vuyiswa Ncontsa,  
Defining parenting



# PRESENTATIONS

## THE PARENTAL/ PRIMARY CAREGIVER CAPACITY BUILDING TRAINING PROGRAMME (NATIONAL PARENTING PROGRAMME)

BOMBELENI MUNZHEDZI (DEPARTMENT OF SOCIAL DEVELOPMENT) AND ANDRIES VIVIERS (UNICEF)

### The Children's Act

**Section 144(1) Prevention and early intervention programmes must focus on –**

....

**(b) developing appropriate parenting skills and the capacity of parents and care-givers to safeguard the wellbeing and best interests of their children, including the promotion of positive, non-violent forms of discipline;**

**(c) developing appropriate parenting skills and the capacity of parents and care-givers to safeguard the wellbeing and best interests of children with disabilities and chronic illnesses.**

The Department of Social Development (DSD) and UNICEF presented on the importance of understanding the government’s objectives for caregiver capacity building, family strengthening and on the outcomes of the National Parenting Programme. Bombeleni Munzhedzi, social work policy manager at National DSD in the ECD and Partial Care Chief Directorate, gave the background of the programme and highlighted it’s aims.

### Background to the programme

According to the General Household Survey of 2019, 36.8% (1 in 3) of birth to 4-year-olds attend early learning programmes in ECD centres; while 57.8 of birth to 4 children are currently at home, receiving early learning and development opportunities given by parents or other caregivers. If parenting support efforts are not intensified, these children will not receive any sufficient stimulation, leaving them very disadvantaged when they enter the education system.

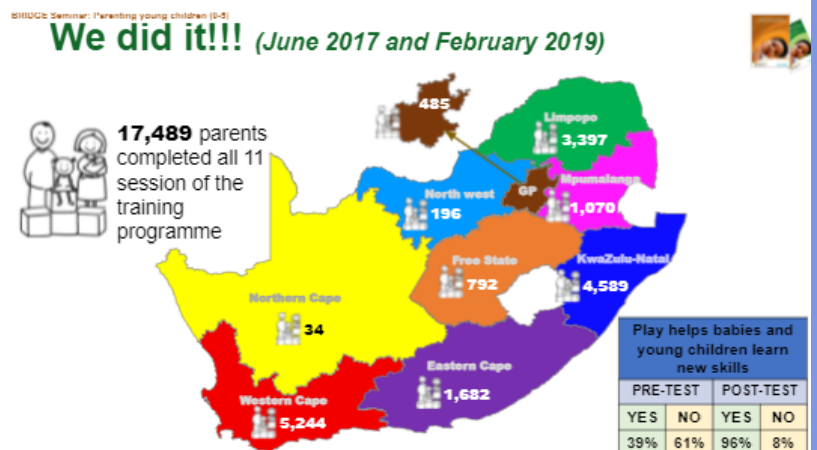
### The National Parenting Programme (NPP) and it’s aims

The NPP is a programme targeted at parents of children from birth to 5 years and it focusses on strengthening and supporting the capacity of parents. The department already acknowledges the pre-existing knowledge and skills of parents and aims to rather support parents where there may be a need. The programme is based on scientific evidence, is rooted in policies and relevant legislation and it is comprehensive in focus and coverage. It has been carefully selected and aligned to carefully selected key messages, linked to practice and policy. The programme is inclusive of parents in any environment, through its low literacy versions; simple and easy to reproduce handouts and additional resources for trainers-which have all been developed by experts.

The main objective of the NPP is to establish a national standard for parenting support programmes.

The programme is an on-going implementation as part of the policy and legislative mandate of the Children's Act- particularly section 144 (1) which focusses on prevention and early intervention.

To this end, the parenting programme focuses on developing appropriate parenting skills and the capacity of parents and caregivers to safeguard the development of their children including the promotion of positive, safe and non-violent forms of discipline, as well as the ability and capacity of parents to safeguard the wellbeing of children with disabilities and chronic illness.



Presentation slide

## Overview of the NPP

Next, Andries Viviers, Education Manager specialising in early childhood development at UNICEF in South Africa, gave a high level overview of the implementation of the NPP.

The NPP was first reviewed in 2014 to ensure alignment with ECD related policies and regulations; and then again in 2017. In 2017, no adjustments were needed but background reading for trainers was extended, presentations updated, and additional handouts developed and made available on CD. Two and half years following the initial implementation, an evaluation was conducted and the following were the key findings:

- “The NPP model makes it possible to use participatory methodologies, enabling the parents to engage more deeply with the content and to internalise it
- “... study indicates that parents are ‘hungry for information’, it seems likely that there would be a demand, even though it is quite a commitment to attend every week for 11 weeks”
- “The NPP is packaged and available and can be used by an ECD organisation even in a remote area
- Partnerships in the National Parenting Programme are crucial

To achieve the aims of the NPP, a partnership was developed between DSD, UNICEF and National Early Childhood Development Alliance (NECDA) from 2017. The partnership was targeted to reach 17,000 parents in high-risk areas (priority wards) to compliment the ongoing implementation of the programme. The implementation of the NPP was managed by NECDA through their network of member organisations and this coincided with capacity development, pre- and post-tests, and evaluations by NECDA. Implementing member organisations used different modalities adapted to local needs and the outcome of their collective efforts culminated to 17 489 parents completing all 11 sessions of the training programme.

## Implementation Reflections and Lessons

The following is a selection of the reflections and lessons learned from implementation of the programme:

- It’s important not to expect parents to attend all 11 sessions as parents often have competing priorities, like pursuing employment options, visiting the clinic etc. It was decided that 8 out of 11 sessions would be sufficient.
- Notable success enablers can be attributed to leadership of NECDA and member organisations; continued implementation by NECDA post the project end date and the collaboration between NECDA and DSD at national, provincial and district levels.
- Analysis of the pre and post- evaluation tests revealed that parents generally have knowledge of child development and related issues before the intervention but the programme added new skills. The key finding, here, was that parents need affirmation about their existing knowledge and skills and also appreciate getting new information and skills.

### The parents



- *Parents have emphasized that the programme has **enhanced and strengthened their parenting skills** and they have a greater understanding of how children develop and learn through play and the important role which they play as parents/caregivers.*
- *There is a huge impact done by this programme to parents who participated and can easily help others if an opportunity is given to other parents to participate. This programme had empowered the **young parents** as well as the **elderly parents**.*
- *Parents/caregivers **thoroughly enjoyed** the sessions and greatly appreciated receiving their attendance certificates.*
- *Parents became actively engaged in the learning process and realized that **they too have unique skills and information to input into the training***

### Presentation slide

To access the DSD-UNICEF Presentation, click [here](#)



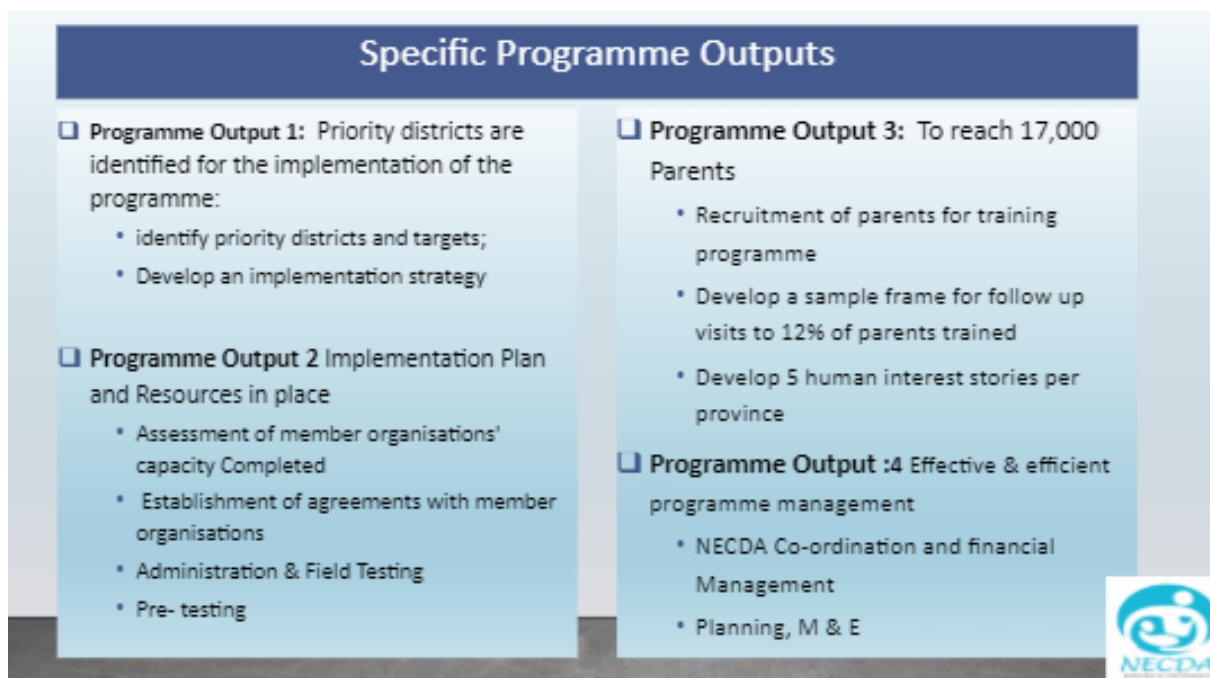
# THE PARENTAL/ PRIMARY CAREGIVER CAPACITY BUILDING TRAINING PROGRAMME (NATIONAL PARENTING PROGRAMME) - AN IMPLEMENTOR'S EXPERIENCE

CAROLL WARMBERG INSTITUTE FOR CAPACITY BUILDING (ITEC) AND NECDA

Caroll provided an account of NECDA's implementation of the NPP. The overall goal was to integrate holistic development and play into the capacity development of 17000 parents and primary caregivers across the country, by leveraging the membership of NECDA. A Steering Committee comprising UNICEF, DSD, NECDA was established and the initial project plan was for six months but ended up being 18 months (June 2017 - December 2018). In this time, 24 NECDA Member Organisations were contracted to implement the programme in the 30 sites identified throughout 9 Provinces.

## National Parenting Programme (NPP) Methodology

Implementing partners used varying methods to reach the parents. These included face-to-face training sessions in traditional settings; break-away group sessions: the integration of the NPP programme outcomes within their own organisational programme and the formulation of a training programme consisting of 11 sessions.



Presentation slide

## Evaluation of NPP

The NPP M&E required 15 % of the participants to be evaluated i.e. 3958 people. NECDA 's M&E process included:

- SMSes
- USSD
- Paper Based Surveys
- Site Visits

## Highlights and Challenges of the NPP

Caroll shared the following implementation highlights and challenges:

### HIGHLIGHTS



The programme had resounding success reaching 101% of the target:

- Strengthened partnership with DSD , UNICEF and NECDA Members .
- 188 599 Parents were capacitated or skilled impacting over 200 000 children
- The design of online M & E Processes using digital platforms
- Development of a digital mapping system, linked to organisational reporting processes . i.e., there was a number of parents trained per session per organization and facilitators were also trained on the use of the digital reporting instrument
- Contribution by partner organisations to the programme in various ways e.g. translation services, financial and other support

### CHALLENGES



- Financial restraints of the programme
- Implementing partners had limited resources - at least 4 of the implementing partners were not able to complete the programme as a result of financial constraints
- 10 - 15% of Partners expressed parent retention

Caroll concluded by sharing that overall, parents feedback was very positive. Some of the notable feedback was from parents who, after attending 5 out of 11 sessions, shared that the programme changed their entire outlook on parenting. To this point, Caroll recalled anecdotal feedback of a father who had since stopped drinking and was more supportive of children since the intervention. Others noted how the programme supported them with grieving and supporting their children through grief. The vast majority of parents expressed that they had a greater understanding of how children learn through play, and will, therefore, take extra care of the role they play in the lives of their children.



To access Caroll Warmberg's presentation, click [here](#)



## QUESTIONS AND COMMENTS

The following is a selection of questions and comments, based on the presentations given.

**Q:** Thank you for the presentation. One of the big questions for parenting programmes is around the sustainability of the programme—meaning, are we seeing a sustained behaviour changed beyond the initial phase? Have you been able to go back to the sampled parents to see whether there has been a sustained behaviour change?

**A:** In preparation of this presentation, we checked with our implementing partners and the responses received from them indicate that parents use the concepts from the programme and they are doing quite well. In addition to this, the knowledge retention is very high but one needs to look at the feedback from parents and perhaps consider an impact study.

**Q:** How can NGOs partner to train parents and access materials?

**A:** The programme is open source and available for anybody to use but It is important to connect with DSD as the custodian of the programme. The DSD is hoping that NGOs will form part of what is happening in the districts. The national DSD has capacitated provincial coordinators, who have trained district and local coordinators and social workers. The social workers will now coordinate the training for caregivers. NGOs are encouraged to work closely with the DSD to avoid duplication of efforts in areas marked for training.

---

## PANEL DISCUSSION



Next, Kaathima Ebrahim facilitated a panel discussion. The purpose of the panel discussion was to highlight research results, working practice and key lessons from implementing parenting programmes. The following speakers formed part of the panel



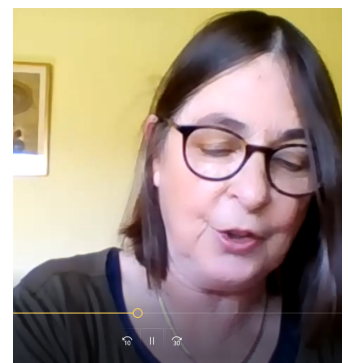
**Professor Mark Tomlinson.**

Co-Director of the Institute for Life Course Health Research in the Department of Global Health at Stellenbosch University



**Dr Hlengiwe Sacolo.**

Postdoctoral Researcher at the University of Cape Town, Centre for Social Science Research



**Linda Biersteker.**

Developmental psychologist and Early Childhood Development Specialist



## INPUTS FROM PROF MARK TOMLINSON

In a pre-recorded statement shared in the seminar, Prof. Mark Tomlinson gave the following reflections on parenting programmes.

- While it's important to start parenting interventions early, it's equally important for caregivers to know that it is never too late to start. If a child does not receive support in the first 1000 days, that does not necessarily mean that the child can no longer be supported. Research has shown that later interventions can be successful.
- It is quite common for the sector to develop new interventions, demonstrate the impact of these interventions for up to three months after initial contact and leave soon after. The further and further away children get from the original positive impact, the more likely it is that those initial benefits have faded out and or have disappeared. That isn't to say that parenting interventions aren't useful tools- they are incredibly vital - but there is a couple of things that have to continue happening long after a programme's intervention, for optimal support.
- It is no longer good enough to initiate interventions and disappear soon after the completion of programmes. This is especially the case in contexts and communities characterised by high levels of adversity. In these communities, it is likely that the positive results of support interventions get swamped out by the adverse environment.
- What makes parenting programmes work is knowing when to follow up. We need to try to understand which families need a little intervention, which need a little bit more and which need a whole lot more.
- Through the process of putting together the Nurturing Care Framework, the World Health Organisation (WHO) outlined universal interventions-targeted and indicated interventions. We are good at delivering the universal and targeted interventions, but we need to pay a little more attention to delivering indicated interventions. Any behavioural intervention is only as good and as successful as there are other structural broader societal changes that are made.



## INPUTS FROM DR HLENGIWE SACOLO

Dr Hlengiwe Sacolo shared lessons learnt from a scale-up parenting intervention worked on in several countries. The following were her inputs.

### **Research on parenting programmes.**

The Parenting for Lifelong Health Scale-up of Parenting Evaluation Research (PLH SUPER) is the result of a 2013 Randomised Control Trial Study from low to middle income countries. The suite of PLH programmes aim to prevent violence against and by children; to improve child wellbeing and to improve positive parenting capacity. The programmes currently run in 28 countries and focus on children aged 2-9 years and on children aged 10 - 17 years old.

### **Lessons learned from the study in South Africa in all the phases of programme implementation:**

**Preparation** - Stakeholder engagement is very important for building partnerships and collaboration. When implementing programmes, there needs to be recognition of existing partners and stakeholders. This also means acknowledging the knowledge that parents have already - there are pre-existing skills and knowledge in the communities and it's important to acknowledge that and to engage pre-existing structures in the community as well.

**Implementation** - Programmes often struggle to balance the number of people who are targeted in interventions, without compromising the quality of the programme. Pre- and post-monitoring evaluation data must be carefully considered and utilised in this regard.

**Sustainability** - This entails planning with sustainability in mind. In other words, not just waiting for the end of the programme to think about sustainability, but actually integrating it into the planning and preparatory phases. To this point, programmes need to bear the digital divide in mind and consider embedding programmes into existing structures so that by the time the program is over, people have the option to continue using the tools and resources.



## INPUTS FROM LINDA BIERSTEKER

Highlighting findings from research theory and practice to support parents in the duty and welfare of their children, Linda Biersteker shared the following thoughts.

Firstly, parenting programmes cover a wide spectrum of content. Many of the ones from 0 – 3 years will have a nutrition and health focus and, increasingly, a stimulation component. There is evidence that combining stimulation with early interventions makes it more effective. It is often difficult for programmes with a health and nutrition focus to add an early learning or stimulation focus. Our approach should be to encourage a broad messaging framework.

### **What does parenting do for early learning?**

Across all contexts, the home environment is one of the strongest predictors of children's long term academic success. Local studies show that access to learning materials of different kinds, i.e. the availability of books and play materials will predict certain positive outcomes of cognitive functioning and fine motor skills etc.

The challenges alluded to in the take up of programmes targeted at disadvantaged children in STATS SA data and recent studies (like the Early Learning Program Outcomes Studies and the Smart Start Evaluation), , show that parents in poor communities have relatively little time to spend on stimulation with children. We find that more than two thirds of primary caregivers, have two hours or less to spend with children, on weekdays and on weekends. Across a range of programmes, significant proportions of parents or other caregivers never read, tell stories or sing to children. Without a significant change to prevailing parenting practices; the life circumstances of parents and to parenting programmes relying solely on parenting practices and their effect on children's education, outcomes are unlikely to be successful. That, however, is not say that these same programmes will be unsuccessful in other aspects of parenting support.

One of the key things to think about is, a number of local parent-based programmes evaluated have framed themselves as alternatives to centre-based programmes. These programmes focus on measuring how children's educational outcomes are improving or not, rather than adding really important components of wellbeing, parent engagement, positive parenting, parents feeling. The trend is to think about parent interventions on their own, but perhaps parent-focussed interventions must be thought about as part of a larger suite of things that children need. A recent Randomised Control Trial study in Malawi showed that the only intervention that significantly affected school readiness was the ECD centre's efforts combined with parenting interventions. We, therefore, need to think about how we can do both, and do so early (targeting children aged 0-3 years old). In addition to all of these things, we also need to be very cautious about parental values being different from the parenting message of these interventions. This can counter the intervention. This relates to issues of context – how do we align our interventions with parents' aspiration for child development? Local and indigenous language studies show that this is a critical aspect of achieving cooperation in ECD.

Lastly, it's important to think about who is the parent and who should be targeted. Often, the target of parenting programmes is mothers but recent studies have shown that in sub-Saharan Africa, about 20% of caregivers engaging in high stimulation of children are actually other caregivers – their grandparents, siblings, aunts and uncles. Mothers seldom had the time (only 14% of them did while only about 5% of fathers played an active role). In thinking about who we should be sending these messages to, we should be thinking about who makes the decisions regarding children in the home. There's a lot of evidence to support what works in engaging and changing parent behaviour. One of the things that is coming out is that groups (i.e. group learning) tend to work best, but how do we get caregivers to enrol and take up groups?





## DISCUSSION

The following is a selection of questions and comments, based on the panellists presentations

**Kaathima:** What does either of your research tell us about how parents see themselves, in relation to their child's development? Do they know about things like being supportive, being kind and being positive? And do they know that that impacts their child positively?

**Linda:** The challenge is that there are so many different kinds of parents and there isn't really one kind of parenting model that people can use. Parents like to focus on what they call character formation and socialisation and often don't see themselves as playing a majorly educational role in terms of early learning readiness preparation. And this is not to say that they don't see that they have an important role to play in terms of shaping children, but rather that their goals may be different. What we know is that if parents are thinking that they do need to play a role in terms of school readiness, they tend to think towards their own experiences in school and not necessarily to play-based learning.

**Hlengiwe:** In addition, parents have varied understandings of what parenting is. Some see it as going beyond providing, while others see being able to provide financially as central. Findings from qualitative data, reveal that incorporating elements such as quality time builds trust, which in turn strengthens relationships.

**Kaathima:** What is our common understanding of parenting across different contexts? How do we help parents to connect to and engage with their children? What works when engaging parents?

**Linda:** Group sessions are important but are a little expensive. There are a number of incentives that can inspire people to come and participate, like providing food and helping people to get to groups. It's also important to make sure that parents understand that having parental interventions doesn't mean that they have failed as parents. Parents have been doing well all along and it's important not to leave them feeling disempowered through the kind of messaging and the language that we use to explain the need for parenting support programmes. We need to try to be respectful and hear from them about the things that we know are good for children and can be easily integrated into what parents are already doing.

**Hlengiwe:** It's also important to understand what it is that parents know and make them feel comfortable and confident in that. Geographical and social context is also important in this regard. What worked in one locality will not necessarily work in another. Smaller organisations will also differ from much bigger ones. Overall, understand and know what parenting looks like to different parents and build on that.

Following up on an earlier comment, Hlengiwe also added that what tends to work best is when local organisations use local hubs as meeting points to mitigate transport costs. When venues are within the vicinity, participants and facilitators are able to access the programmes quite easily.

**Andre:** When the low literacy version of the NPP was developed by experts; the lesson learned was not to create programmes whose interventions end with parents; but rather ones that start with the parent. Starting with the parent means acknowledging and building the confidence of the parents before doing anything related to content. Secondly, when we talk about parenting programmes, we should not assume that these are only targeted at under-resourced, marginalised communities or lower social economic classes. Parenting interventions and parenting support is needed across the board. Being poor is not synonymous with ignorance or a lack of knowledge.

**Andre:** If we look at parents' involvement in early learning and development, parents don't often realise that what they are already doing ties into early learning and development and early stimulation. We have created a narrative locally and internationally, that the early learning and development of your child can only happen in an ECD programme - and not through parents' means. This narrative is coupled with the false expectation that ECD programmes are the only answer and not just one resource in a suite of many.

**Hlengiwe:** Different parenting programmes have provided various products. For example, others are offered with incentives such as cash transfers or links to other programmes that provide other services.

**Linda:** Almost all parenting programmes see themselves as sort of conduit to other services to join up with the child, as a point of contact is. This is critical as all role players have to network and build a support system.

**Vuyiswa:** How do we design content that takes into consideration parents' stress due to the pandemic. What are your thoughts on the increase in statistics of young girls falling pregnant and the impact that that might have on parenting going forward?

**Pam:** Have we thought of building the capacity of ECD practitioners, principals and play group leaders to facilitate parenting programmes - in other words, strengthening the links for them- and to improve child wellbeing more generally?

**Linda:** During the pandemic, studies showed that it was the physical needs of children that made parents feel inadequate. Parents want to be able to meet their children's needs. We need a whole range of strategies and partners to provide the necessary support.

**Hlengiwe:** It is very important to understand the whole parenting framework, and not just focus on implementation; to think about the whole cycle; exploration, preparation, implementation and scalability- from the beginning and not at the implementation phase.





## SHOWCASES

Different parenting programmes were showcased in four breakaway groups for the purpose of sharing knowledge and working practice. The following presentations were made:

### South African Parent Programme Implementers Network (SAPPIN)- Parenthood SA:

SAPPIN is a network of parenting organisations that works to strengthen the voice of civil society working with families through collaboration and shared learning. SAPPIN is currently piloting, Parenthood SA, an online platform that seeks to centralise supportive resources and information for parents in one place. To learn more about the platform, please click [here](#).

### Caregiver Learning Through Play (CLTP):

This a Lego funded project that aims to reach 600 000 caregivers and practitioners over 4 years (2021-2025). HOPE worldwide South Africa (HWSA), is partnering with Save the Children South Africa (SCSA), Ntataise, and the Early Learning Resource Unit (ELRU) to promote early learning and stimulation through CLTP. The consortium contains vast experience and expertise in the Early Childhood Care and Development (ECCD) and child rights sectors. To access their presentation, please click [here](#).

### Do More Foundation (DMF) Parenting Resource Hub

The DMF's initiatives focus on young children at a national level specifically around nutrition, early learning and parenting support. They also have various community development projects that focus on easing hunger, ECD and supporting youth through enterprise development in Nkomazi, Worcester, Hammarsdale and Pongola. In the early stages of the pandemic, DMF developed a 'hub' that houses numerous parenting resources from different sources and organisations. Click [here](#) to learn more about the DMF's parenting resource hub.

### Mikhulu Child Development Trust -Dialogic Book-sharing

Mikhulu Trust focuses on helping families to develop positive nurturing relationships, thereby supporting their children's early cognitive development. The organisation trains and supports implementing partners to enable them to deliver training for parents and caregivers on 'dialogic book-sharing.' To learn more about Mikhulu Trust and dialogic book-sharing, please click [here](#) for the presentation.

# EXPLORING AN IDEAL WORLD FOR PARENTING AND CRAFTING A WAY FORWARD

Seminar participants were invited to reflect on an ideal world for parenting and to craft a way-forward through break-away group discussions. The feedback collated from these discussions is summarised thematically below.

## CAREGIVER INVOLVEMENT-FAMILY STRUCTURES

- There needs to be a greater focus on fathers and their involvement
- Bring foster care closer to the picture and explore support areas for parenting orphaned and vulnerable children
- Get more caregivers to understand the responsibility of parenting
- Promote early stimulation in the home and learning through play.



## STRENGTHENING PRACTITIONER AND CAREGIVER PARTNERSHIPS



- Training practitioners to relate more to caregivers
- Deepening support to ECD programmes in order for them to better support parents
- Caregiver partnerships, capacitation, training and access to referral pathways in order to sustain the work in their communities.
- Establishing partnerships between parents and ECD practitioners within the ECD programmes
- Increasing parental involvement through ECD centres

## RESOURCES AND SUPPORT

- Ensuring access to freely available resources and working to make support available in one central place
- Conduct a mapping exercise documenting where resources and support are available for both parents and practitioners
- Consolidating a list of resources available for parents in all provinces
- Psychosocial Support
- Mental health support
- Practical guidelines on how to make time for children

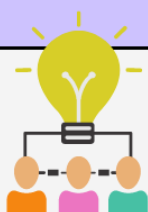


## SCALABILITY AND IMPACT COMMUNITY APPROACHES



- Explore how to make community-based programmes easily accessible
- Formulation of life skills /youth programmes to prepare teenagers for parenthood
- Youth employment programmes as a vehicle to support community health workers.
- Advocacy for the upscaling of parent programmes
- Promotion of relationships as central to a child's development
- Sharing what works and what does not work in community approaches
- Developing best practice principles
- Campaigns: sports heroes to model what good parenting is
- Using radio to educate and spread messages about parenting

## GOVERNMENTAL PARTNERSHIPS AND INVOLVEMENT



- Connecting with the Department of Health (DoH) and finding avenues to highlight the role of caregivers, DoH and ECDs.
- DoH to be brought into the function shift more visibly
- Focussing on continuum of care from pregnancy



## CHECK OUT

Kayin Scholtz, thanked all participants, presenters and partners present and the seminar was brought to a close.

# EARLY CHILDHOOD DEVELOPMENT



To keep up with BRIDGE ECD Updates , visit our facebook page on this [link](#)