



Tuesdays in the Trenches

A NASCEE Literacy Presentation Series
(date) 2024



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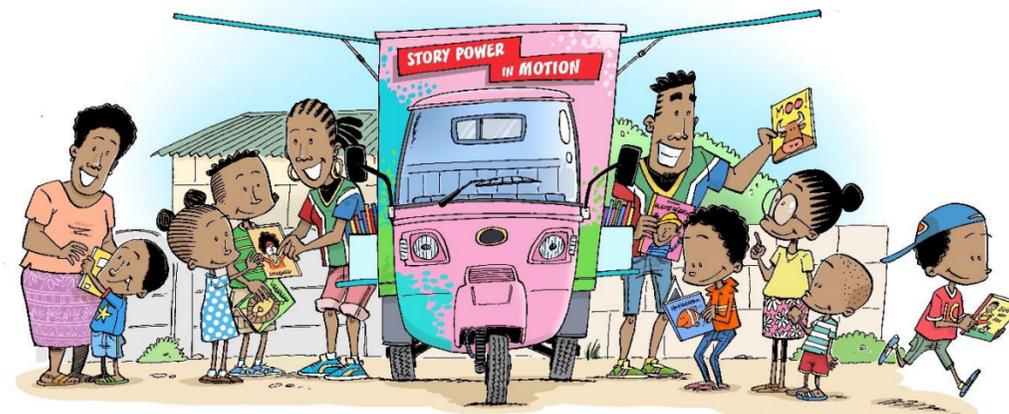
What is Nal'ibali?

Nal'ibali is a national reading for enjoyment campaign.

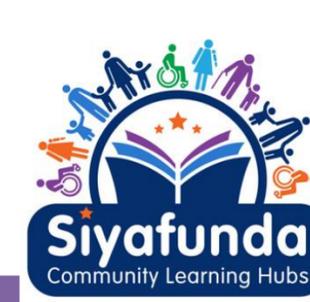
Vision: For all children to have positive experiences with stories and reading books.

Mission: To spark a love of stories, build language and literacy skills, and promote lifelong reading culture in homes, schools and communities across South Africa.

Home Language: Nal'ibali promotes the use of home language in nurturing and strengthening reading culture as home language is transparent, easy to learn and is the first language the children connect with, to socialise and make sense of the world around them.



Describe your project / programme



	Description	Detail
1.	Process overview:	800 Parents and caregivers and their children aged 0-6, and 350 ECD practitioners and the children in their care will receive training, books, Na'ibali Supplements and play-based training resources, educational videos which reinforce training content and regular support visits. There will also be Parent/Practitioner Support WhatsApp Networks where we will share additional resources, tips and information. Beneficiaries will also be invited to community level literacy awareness events. There are 40 Story Sparkers and 6 Literacy Mentors working on the ground in the communities providing the training, resources and support visits.
2.	Aim / Objectives / Goals:	Improvements in children's attention spans, fine motor skills, language and literacy skills and social and emotional skills. An increase in the percentage of children under 6 on track to develop fine motor, cognitive and executive function, early literacy and language development skills for school readiness. Parents, caregivers and practitioners gain knowledge, confidence, motivation and access to low-cost resources for literacy and educational development leading to increased frequency and quality of book sharing, storytelling and play-based activities in homes and ECD settings.
3.	Target audience / Beneficiaries: (Learners / teachers / school managers / district and provincial officials)	800 Parents and Caregivers, 350 ECD Practitioners, Day Mothers and NPO/CBO staff working with young children and the children aged 0-6 in the homes and associated child-care facilities.
4.	Dosage:	Parents and caregivers attend twice monthly training/support meetings, video and audio edutainment resources for children, and bi-weekly home visits every two weeks throughout the project. ECD practitioners receive 9-12 training sessions, monthly support visits and bi-weekly educational videos and edutainment resources for children.
5.	Footprint / Where do you work? (Provinces/Districts/Schools)	Pietermaritzburg, Kwa-Zulu Natal in the following communities in the Umsunduzi Local Municipality: Vulindlela North, Vulindlela South, Imbali, Northern and Central Areas and Edendale

* Please include a slide on your Theory of Change if you have one.

AIM

Test the efficacy, sustainability, scalability, and cost-efficiency of a community-based, disability-inclusive learning ecosystem designed to support early learning outcomes in children with limited access to formal ECD services.

OBJECTIVES

Investigate how play-based learning, combined with community engagement, parental involvement and edutainment, can improve educational outcomes in ECD settings, ensuring a holistic approach to early childhood education.

Assess the impact of a play-based intervention on enhancing early learning and social-emotional well-being of children in the post-COVID era.

GOALS

Increase the proportion of children age 6 years and under in targeted communities on track to gross motor skills and early literacy language and attention skills that contribute to school readiness.

PROJECT COMPONENTS

Resource provision

- Participants will receive books, Nalibali Story Supplements, play kits and other resources and materials designed to promote children's learning.

Training

- Language and literacy development training for all participants (book sharing, storytelling, reading aloud).
- Learning through play methodology training for parents, caregivers, and early childhood educators.
- START Disability Training for select parents, caregivers and ECD practitioners designed to support, educate and empower people working or living with children with disabilities.

Video and radio content creation and distribution

- Development of high quality video content to support training and allow for the low-cost dissemination of information and practical examples at scale, which is useful well beyond the project.
- Videos are shared with participants at regular meetings at community hubs and via WhatsApp Channels every two weeks dealing with activities and topics which support early childhood development.
- Production of edutainment in isiZulu for screening at hubs and via television and radio partners.

Mentoring and support

- Families and ECD practitioners will receive regular support visits within the context of their own homes/centres where activities and resources which promote children's learning will be reviewed.
- Parent/caregiver network WhatsApp Groups designed to connect participants so they can learn and support one another.

Measuring impact

- Children participating in the programme will be assessed using the Early Learning Outcomes Measure to measure their age appropriate development both before and after the project. Feedback from these assessments, will be shared with parents and caregivers.

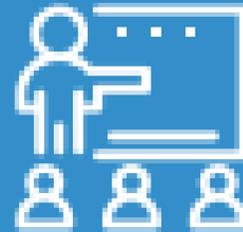
DESIGN SUMMARY



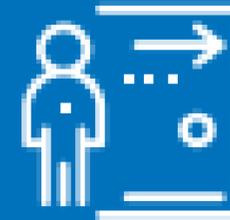
Construct ten community hubs across five communities in the Msunduzi Local Municipality in UMgungundlovu District, Kwa-Zulu Natal.



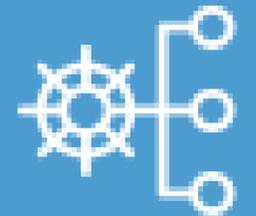
Pilot the play-based intervention program designed by the project collaborators in selected communities.



Employ the Early Learning Outcomes Measure (ELOM) and the ELOM-Home Learning Environment (ELOM-HLE) assessments before and after the play-based intervention program to quantify developmental progress in children aged 4 to 5, with a focus on their cognitive, social, and emotional development.



Document the various stages of the implementation of the intervention program to continuously assess and understand its impact.



Collect qualitative data from the community to obtain feedback on the perceived impact and effectiveness of the intervention program.

TRAINING DOSAGE MODEL



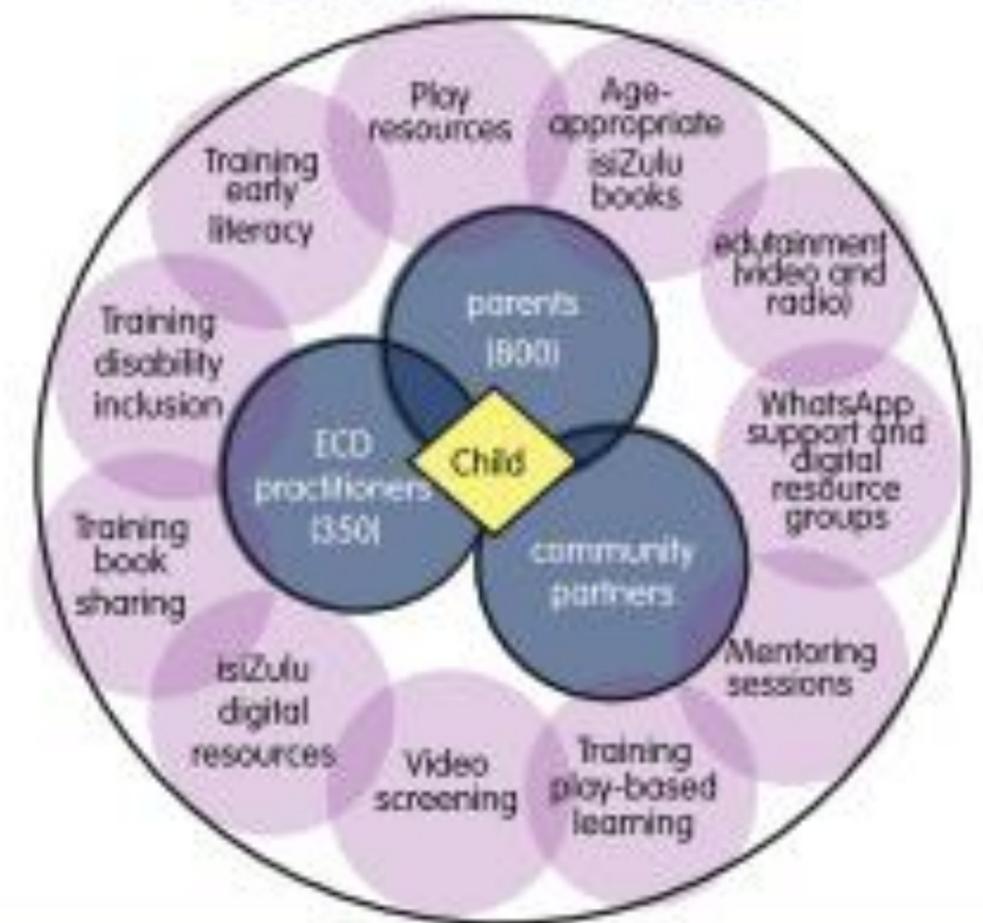
Story Sparker Tasks:
Each Story Sparker carries out home visits with 20 households (2 households visited per day). Each household will receive 2 visits by Story Sparkers per month. Each visit about 1 hour – showing short videos and practising with resources to reinforce training



Parent networks training:
Storytelling / book-sharing and learning through play facilitating parental support and video screening meetings (x2 per month)



COMMUNITY HUB



Footprint: Pietermaritzburg, Kwa-Zulu Natal in the following communities in the Umsunduzi Local Municipality: Vulindlela North, Vulindlela South, Imbali, Northern and Central Areas and Edendale

Theory of Change



If Nal'ibali trains local unemployed adults to act as literacy mentors and story sparkers focused on dialogic book sharing, early literacy development, play-based learning and disability inclusive early childhood development;

AND IF we develop age and language appropriate materials for online training or video screening that are disability inclusive;

AND IF we identify parents/caregivers of young children, as well as early childhood development practitioners;

AND IF we set up 10 community learning hubs within 5 communities where groups of parents/givers and those promoting early learning at community level can come together to receive the following: 1) in-person group training on early literacy development, play-based learning and disability inclusive early childhood development; 2) household visits for in-person mentoring and support around key learning areas; 3) parent/caregiver meetings and video screenings; 4) access to materials (online and physical); 5) access to digital resources and support via WhatsApp communities; and 5) community-level literacy awareness events.

THEN parents/caregivers and ECD practitioners have the knowledge, confidence, motivation, and low-cost resources to become involved in the literacy and educational development of children in the community;

AND this increased understanding and practicing of early learning activities will increase the quality of early learning in homes and ECDs.

AND the frequency with which children are engaged in literacy, book sharing, storytelling and play-based activities and the quality of these interactions will increase both in home and early learning settings engaged with the project (formal and informal);

THEN exposure to the early learning methods and opportunities presented by the project via parents and early learning champions will result in improvements in children's attention spans, fine motor skills, language and literacy skills, and social and emotional skills;

AND, ultimately, this will lead to an increase in the percentage of children under 6 on track to develop the necessary fine motor, cognitive and executive function, early literacy and language development skills that contribute to school readiness.

Your partnerships

Who are the project donors? Are you working with other NGOs?
What level of government (if any) are you partnering with?



Programme	Donors	Government	NGOs
MacMillan: providing 5-day Play-Based Learning training for all parents and practitioners.	USAID		X
Sunshine Association: Providing 5-day Disability training for select parents and caregivers that care for children with disabilities.	USAID		X
Mikhulu Trust – Train project staff on Dialogic Book Sharing so they can train parents and caregivers. They are also developing fourteen 3-5 minutes videos to support parents and caregivers and creating the WhatsApp Bot where additional resources will be shared with each community.	USAID		X
Local Ward Councillors and Area Based Managers Msunduzi Municipal Library Services Local Tribal Leaders		X	



Indicators that you monitor

What indicators are you using to measure your outcomes or impacts?
What else are you measuring?



Stream	Core activities	Outcome/impact indicators	Other measures
Parental training and support	Parent training, resource provision, home support visits and WhatsApp Parent Support Networks	<p>% of households with improved Early Learning Resources Score on ELOM Home-Learning Environment Tool (HLE)</p> <p>% of households with improved Early Learning Activities and Caregiver Time with the Child Score</p> <p>% of parents/caregivers reporting parent-child bonding (level of strength in relationships occurring between parents/caregivers and children) as a result of the intervention</p>	<p>ES. 1 Supp-22 Percent of learners targeted for USG assistance who have the appropriate variety of reading materials in the language of instruction with inclusive representation of diverse populations</p> <p>ES. 1 Supp-7 - Number of parents or community members trained to support children's education with USG assistance</p> <p>% of parents/caregivers trained who rate training as high quality, relevant and useful.</p>
ECD practitioners training and support	Practitioner training, resource provision, support visits and WhatsApp Support Networks	<p>ES.1 Supp- 10 Percent of educators providing quality classroom education with USG support</p> <p>ES.1-53 - Number of learners in pre-primary schools or equivalent non-school based settings reached with USG education assistance</p> <p>ES. 1-56 Number of learners with improved access to education through USG-assisted programs</p>	<p>ES.1-6 (adapted) Number of pre-primary educators who complete professional development activities with USG assistance</p> <p>% of ECD practitioners trained who rate training as high quality, relevant and useful</p>
Edutainment	Children's Edutainment TV/Videos and radio stories, Story-telling events, Implementation of parent and practitioner training in daily interactions		Number of parents/caregivers, children and ECD practitioners regularly accessing edutainment content via project platforms
Overall impact		<p>ES.1 Supp-1 - Percent of pre-primary learners achieving school readiness</p> <p>ES. 1 Supp-18 Percent of pre-primary learners targeted for USG assistance with an increase of at least one early learning and development level in early learning skills</p> <p>ES.1 Supp-9 Percent of learners with improved social and emotional skills, as locally defined, following participation in USG-assisted programs</p>	<p>Administration of ELOM instrument across the following domains:</p> <p><i>Fine Motor Coordination and Visual Motor Integration (FMC-VMI)</i></p> <p><i>Cognition and Executive Functioning (CEF)</i></p> <p><i>1. Early Learning Outcome Measure Indicator (Standardized)</i></p> <p>Administration of ELOM Socio-Emotional Rating Scale (13 items) administered to teacher or parent</p>
	<i>Increase in % of children under 6 on track for fine motor and early literacy and language development, and cognitive and executive development skills that contribute to school readiness</i>		

Thank you!

CONTACT US:

Add your organisation name, contact details, QR Codes etc here



For more info, visit nascee.org.za.