

# Reflections on working in partnership to train trainers and support partners as they implement the Every Word Counts programme July 2016 to July 2018: lessons to inform the way forward

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## Summary

### Introduction and Purpose

Wordworks has trained and supported partner organisations to implement the Every Word Counts (EWC) programme since 2016, after initial small-scale piloting in 2015. In 2018 the programme worked with 29 partners in the Western Cape, Eastern Cape and KwaZulu-Natal. 72 trainers supported 900 home visitors and ECD practitioners and others to reach over 4000 parents and close to 15000 children. This review was commissioned to

- distil the key learnings from implementation with a wide range of stakeholders – partner organisations, ECD practitioners and Wordworks staff – inform directions for the programme from 2019, and
- review possibilities for strategic positioning of EWC in the light of South African ECD policy and programming developments.

### Data Sources and Content of the Review

A Partner Survey was undertaken in July and August 2018 of organisations who were actively reporting on their EWC projects. This included questions on the reasons for taking up EWC, the quality of training and support received from Wordworks, how effectively EWC had been used with their beneficiaries and what had enabled or challenged implementation, M&E of EWC, the use of EWC materials and further support needs.

A shorter survey was mailed to inactive partners in September 2018 aimed at understanding why they were either no longer implementing or not reporting.

### Partner survey returns

	Active partners	Non-reporting partners
Sent	34	12
Returns	26	3
% Return	76%	25%

Survey data was supplemented by Wordworks administrative data and a short survey on the Wordworks App completed by 24 ECD practitioners in Worcester, Western Cape.

Interviews and Focus Groups were conducted with 10 survey respondents implementing in different contexts, a funder consultant associated with EWC implementation, a group of ECD practitioners currently in training, and Wordworks management and team members responsible for EWC materials development, programme design and implementation.

## **Findings**

### How EWC is being used

Survey respondents were from both established and new partners applying EWC in a range of settings of which ECD centres and playgroups were most common (20), followed by home visiting (13), parent groups (10), two clinics and a library.

Partners use EWC in different ways, 15 of 25 systematically delivering all the EWC cards for the age group they target and 10 focusing on particular components. This applies both to home and centre-based implementation. Most cover the full birth-to-five age range.

### Training

The initial Training of Trainers (TOT) workshops included 124 participants from 37 organisations. Two thirds attended the three-day format and about a quarter the nine monthly four-hour workshop format. The rest had staff who had participated in both formats. Twenty-eight participants from fourteen organisations had undergone Refresher Training. All reported that training by Wordworks had been effective or very effective. The partner trainers had in turn used EWC to train other members of staff which had generally been effective, but the training provided had for the most part been quite brief.

In relation to how these formats were working and which was preferable, it was generally agreed that the three days were very full and it would be preferable to offer this training for two days, followed by an opportunity for field implementation prior to a further day of training. However, the time and cost for participants having to travel to training over distances needs consideration. The nine-workshop format is recognised to work well, but is also challenging to sustain for some practitioners. Step-down training offered by partners to their beneficiaries has been delivered in a range of formats depending on the beneficiaries and mode of programme delivery used by different partners. Some partners suggested shortening the training by focusing on the age of the children targeted.

### Outcomes of EWC implementation

Most partners reported that the EWC programme was effective or very effective for their staff and beneficiaries, most often in changing the knowledge and skills of their staff, and strengthening the language and literacy focus of their programming. Changes had been seen (and examples given) in practitioner and parent knowledge and skills, as well as in child language and caregiver-child interaction.

### Enablers and challenges in using EWC

Apart from the initial EWC training, the key factors enabling implementation were identified as staff and management buy-in and alignment with organisational objectives. Partners felt that EWC fits well with South African curriculum and training guidelines (National Curriculum Framework, CAPS, ECD qualifications training) which also supports its integration into partner programming. Respondents reported very few challenges but mentioned the need for more materials and that the cost of materials had limited expansion of the programme in all their delivery sites. Health-focused programmes indicated challenges in

having sufficient time to implement EWC because of competing work/funder priorities. In the interviews the need for a special focus on ECD centre-based settings was raised. Though key messages are appropriate across contexts, it was felt that there needed to be examples and images in the materials of how to deliver these in a centre programme.

### Monitoring and evaluation (M&E)

Although partners reported a number of gains as a result of implementing EWC, systematic M&E has been limited. While 25 partners reported that they keep records of EWC work and about half of these have integrated it into their ongoing reporting forms and systems, making data collection more efficient, the focus is on numbers reached and participant feedback on the sessions with some observation of implementation. In relation to support for future M&E, partners most often indicated the need to monitor the quality of the EWC their staff offered.

### EWC materials

Partners were extremely enthusiastic about the EWC materials in general and reported that the training guide, little books and guide to making resources are the most frequently used. There is relatively little use of the homework book, at home reminder sheets, workbook and M&E tools. With the exception of the at home reminder sheets, which were used in the context of home visiting or parent programmes, the other materials were used across the range of EWC applications. The contextual appropriateness of the at home reminder sheets, homework booklet and workbook were queried by a minority of respondents. Those few partners using the monitoring tools had often adapted them to fit the time available when visiting homes or sites.

There was limited feedback on the Wordworks App because of many technological challenges to its use, including not having the right kind of phones, data costs and connectivity. Those who had downloaded it had found it to be very useful.

Suggestions for additional or adapted materials focused on adaptation for an ECD centre context, more input on story-telling and translation issues. While the value of having the materials in local languages was noted, challenges with regional variations of the language spoken were noted. Nevertheless, the need for translation of the trainer guide was highlighted.

### Further support needs

General needs identified were for support with the App, training of new facilitators and materials for new areas, as well as support for M&E. Some partners requested financial support or ideas about how to sustain the programme. A specific topic for home visiting was how to deal with different home environments.

For ECD centres there was a request for EWC staff to observe and check on implementation and ideas of how to reach out to parents.

## **Future directions**

Taking account of partner feedback and reflections on EWC implementation from Wordworks management and the EWC team, possible adaptations and additions to the programme were proposed. In addition, expanding the reach of EWC would be enabled by demonstrating its alignment to current national ECD policy and programming directions.

### Possible adaptations and additions to EWC

#### **1. Structure of training**

Based on staff experience and supported by partner feedback the following suggestions were made:

TOT: it would be ideal to have a two-day training, a period of implementation and then a third day which might focus on feedback, a site visit and a chance to practice. This could replace the current refresher. There is however a need to be flexible with formats for different geographies.

For community level group training (currently nine workshops over nine months) ways of shortening the training period should be explored while still allowing for learning and practice and the valuable sharing of context among trainees. This could be done by focusing on the specific age of children targeted and in addition repetition in the programme should be reduced. Training structure should be flexible to context but duration specified in hours.

#### **2. Materials**

To support the proposed tighter focus of EWC to age and context, reorganise materials to provide the packages below:

#### ECD Centre-based early learning and literacy package for three to five year olds

This would integrate EWC with other Wordworks programmes into a package of resources that could be trained over a series of modules or offered discretely. It would include

- Language learning across the school day: EWC content and materials to provide for practitioner development and application
- Resources for structured classroom activities: Little Stars Programme to provide practitioners with daily story-based language and literacy lesson plans over a two-week cycle
- Resources for parent engagement: EWC parent workshop outlines integrated with what is useful in the Home-School Partnership Programme, as well as the Stellar Teacher's Guide for Parent Workshops to provide activities and resources for teachers to share with parents.

#### Package for pregnancy to three-year-olds (home care and centre)

This would be for non-centre-based parent and home visiting groups, day mothers and babies in centres. To align with the First Thousand Days messaging and focus, the health messaging already included in the Wordworks App would need to be incorporated into the

cards and training guides. A focus on responsive care and executive functioning would be included.

#### Course for speech and occupational therapists

Build on existing interest and develop a five-hour module on how to workshop EWC which could be credited with continuing professional development (CPD) points.

Other materials related considerations for follow up include considerations about the cost of materials and the limited use of workbooks, homework books and at home reminder sheets. Some of these may need integration or streamlining. In addition, the Guide for Trainers and associated materials will need to be aligned with the different packages. Revisions will provide the opportunity to integrate the App into the training outlines, standardise outlines for parent workshops and exploring the feasibility of providing the Guide for Trainers in local languages for those contexts where it was requested.

### 3. Partnerships

EWC has been in a piloting/learning phase and working with many partners, some of whom are quite small. In the next phase there should be consideration of shifts in partnership policy with the aim of either dramatically expanding reach or for M&E for deeper learning. Wordworks has strategised around partner selection and also recognises that building partnerships takes time, but should consider whether there need to be tighter requirements for ongoing partnership and clear steps for this. It would also be useful to look at a model for how much mentoring is offered and under what conditions. The building of key and able partners into EWC training hubs should be considered as a way of enabling expanded training and support.

Developing partnerships with umbrella structures and organisations with greater reach such as ECD forums, or larger national groups like SmartStart and Mothers2Mothers would also make the programme accessible to more children over time.

### 4. Monitoring and evaluation

Proof of concept is important for scaling up, fundraising and bringing in new partners, as well as for indicating the elements of the programme that are working well and what needs to be adapted. Evaluation is challenging because EWC is being used very differently by different partners. However an outcome evaluation with one or two key partners as case studies in different but well controlled delivery situations would add valuable information about EWC effectiveness.



## 5. Key strategic considerations for scaling up

In the next EWC phase, as well as preparing a service which meets system and evidence requirements for scaling up, Wordworks should explore larger partnerships and synergies with national programmes to take EWC to scale. These could include large civil society programmes but also public ECD expansion programmes.

Partner buy-in is most likely where there is a strong alignment with the organisational/policy goals of the implementer. The proposed EWC packages for the two age groups are well aligned with ECD policy and which could be leveraged for scaling up. This includes the National Integrated ECD Policy and associated programmes, National Development Plan, pre-Grade R year and the curriculum focus of the National Curriculum Framework for Children Birth to Four Years.

## 1. Introduction

Wordworks has been working with a number of partner organisations providing training and support for implementation of the Every Word Counts (EWC) programme since 2016, after small piloting in 2015. As is shown in Table 1 below there has been a substantial increase in reach over the last four years.

This has been a mutual piloting and learning phase informed by ongoing reflections as well as implementation evaluations of EWC pilots in different contexts including a health visiting programme<sup>1</sup> and two with home visitors and ECD practitioners.<sup>2</sup> The purpose of the current review is to

- distil the key learnings from implementation with a wide range of stakeholders – partner organisations, ECD practitioners and Wordworks staff – to inform directions for the programme from 2019;
- review possibilities for strategic positioning of EWC in the light of South African ECD policy and programming developments.

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<sup>1</sup> Stefano, L, O'Carroll, S & Comrie, B (2015) Every Word Counts: Lessons from a 2015 Pilot. Accessible at [wordworks.org.za](http://wordworks.org.za)

<sup>2</sup> Stefano, L, Hermanus, H & Biersteker, L (2016) Internal Evaluation of the Every Word Counts, RCL Foods Project in Worcester, Western Cape. Accessible at [wordworks.org.za](http://wordworks.org.za)

Biersteker, L (2018) Internal evaluation of the RCL Foods-funded project in Worcester, Western Cape in 2017 & Baseline Assessment of Participating ECD Centres for 2018. Prepared for the Foundation for Community Work.

**Table 1 Overall reach of EWC**

Province	Reported reach 2015				Reported reach 2016				Reported reach 2017				Reported reach 2018			
	Active trainers	ECD Practitioners, HVs, facilitators	Parents	Children	Active trainers	ECD Practitioners, HVs, facilitators	Parents	Children	Active Trainers	ECD Practitioners, HVs, facilitators	Parents	Children	Active trainers	ECD Practitioners, HVs, facilitators	Parents	Children
E Cape	2	10	50	70	12	100	1265	1408	26	426	3253	6779	19	183	2836	7253
W Cape	6	73	201	402	5	131	348	2027	13	149	117	1169	17	147	208	760
KwaZulu– Natal					4	59	97	147	27	628	2135	6571	36	574	1088	6908
TOTALS	8	83	251	472	21	290	1710	3582	67	1219	5505	14839	72	904	4132	14921

Note: The table is based on partner reports and there is some missing data and some repeat counting of beneficiaries where partners have worked with the same target group in successive years. The reported reach for 2018 is only up until the time of the survey in August 2018 and partners still need to report for the rest of the year.

## 1.1 Aims of the review:

Specific aims of the review were to

- describe the range of partners and implementation models
- track the growth of the programme within selected organisations and the extent to which the programme is part of a longer term strategic focus
- engage with partners to get feedback on their experience of the EWC materials, training-of-trainers and Wordworks partnership support
- engage with partners to get feedback on the relevance and usefulness of materials, implementation challenges and successes and suggestions for use of the programme in different contexts – homes, centres, in parent groups).
- a more in-depth exploration of a subsample of partners of the key issues that emerged in the online survey
- engage with the Wordworks EWC Programme team to ascertain what has worked well and what could be improved/further developed with respect to: programme materials, training and partnership support developed
- consider the alignment of the EWC Programme with Wordworks strategy and other Wordworks programmes (particularly the Home-School Partnerships Programme and the Little Stars Programme)
- consider the usefulness of the EWC Programme in its current form for ECD practitioners, and the extent to which there would be value in further development of the programme with a centre-based focus
- reflect on the Wordworks App in relation to delivery of EWC content through training
- consider the strategic position of the EWC Programme in light of other policy and programme developments in the ECD sector, and the work being done by organisations with a similar focus
- reflect on the extent to which Wordworks and partners have invested in M&E at different levels, and what tools, models and support are available/needed to deepen M&E for implementation and outcomes
- engage with partners on future plans for EWC implementation and possibilities for strengthening M&E.

## 1.2 Data sources for the review

### Survey of all current partners

Thirty four active partners (identified as those reporting to Wordworks on their pilot projects) as well as twelve not in an active partnership with Wordworks but who had received training and materials were emailed written surveys to complete. Active partners were surveyed in July and August 2018 and the inactive partners were approached in September in an attempt to understand the factors that led to their not continuing to implement or training on the programme within their organisations.

**Table 2 Partner Survey returns**

	Active partners	Non-reporting partners
Sent	34	12
Returns	26	3
% Return	76%	25%

The main survey for active partners questioned

- When and why the organisation partnered with Wordworks to use the EWC Programme
- The quality of the EWC training their staff received from Wordworks
- Retention of TOT trained staff in EWC programming
- EWC for staff development within the partner organisation – effectiveness, time allowed
- Effectiveness and outcomes of EWC use with partner beneficiaries
- Future plans for use of EWC with beneficiaries
- Enablers and challenges of using EWC in partner programmes
- Recording, monitoring and evaluation of EWC work and future needs and plans
- Perceived fit of EWC with national training and curriculum standards and programmes
- Use of EWC materials and additional needs or adaptations required
- Further support needs in relation to implementation and extension of EWC.

A shorter survey was mailed to inactive partners aimed at understanding why they were either no longer implementing or not reporting. For both surveys see Appendix 1.

Survey information was supplemented by administrative data collected by Wordworks on the number of beneficiaries reached by EWC in the review period.

Data from a current survey of the use of the Wordworks Mobile App completed by 24 practitioners in the Worcester EWC training was also made available for this review.

### Interviews and focus groups

The following were interviewed

- a purposively selected subset of ten survey respondents who could provide useful feedback and suggestions on the EWC programme. These partners implemented in different contexts, had high strategic buy in, good planning, good quality implementation and a communicative partnership with Wordworks
- a funder consultant associated with EWC implementation by a partner in the Worcester region
- a group of six ECD practitioners currently in training (all working with children from 3–6 years and all with some formal ECD training and mostly with extensive ECD experience)
- Wordworks management and team members responsible for EWC materials development, programme design and implementation.

**Table 3 Information about EWC partners interviewed**

Organisation	Date first partnered	Province	Context	Implement with		
				Home visitors	ECD practitioners	Parents
1	2016	KZN	Rural		✓	✓
2	2016	KZN	Rural	✓		
3	2016	KZN	Rural	✓		
4	2018	KZN	Rural/urban		✓	
5	2018	KZN	Rural/peri-urban		✓	
6	2016	E Cape	Rural	✓	✓	✓
7	2015	W Cape	Urban formal & informal	✓		
8	2017	W Cape	Urban		✓	✓
9	2015	W Cape and E Cape	Urban formal & informal and rural	✓		
10	2018	W Cape	Peri-urban		✓	✓

Wordworks staff contributed to the drafting of the survey and interview questions to ensure that all the issues of interest were covered. Interview and focus group questions are given in Appendix 2.

## 2 Findings

The information below draws on returned surveys from active partners supplemented by interview data relevant to particular topics as the in-depth interviews built on questions covered in the survey.

Nearly three quarters of active partners returned the survey, while three of 12 partners who had not kept in touch responded reporting that they were actually using the programme as part of their ongoing work, mostly with parents and community groups. Two indicated that challenges with their own reporting and data collection systems were the reason for not sending reports to Wordworks.

### 2.1 Partners surveyed and their application of EWC

Table 4 gives the reach of EWC among survey respondents and shows the range of established and newer partners.

**Table 4 EWC beneficiaries in the survey sample**

	2015	2016	2017	2018
Partners	3	11	18	20
Trainers	8	15	43	48
ECD Practitioners	83	218	750	779
Parents	251	911	2535	1425
Children	472	2686	7517	8301

Four respondents indicated that they were not continuing with EWC in 2018 because of other priorities or current lack of funding.

Partners surveyed applied EWC in a wide range of programmes and services as summarised in Table 5. From interviews it emerged that it has also been used successfully in inclusive ECD programmes for children with developmental delay and disability and by occupational therapists as well as in after-care programmes.

**Table 5 Types of programmes in which EWC is applied**

ECD Centres	6
Early Literacy/learning in variety of settings	4
Community Development	7
Health, Education	4
ECD Training	2
Inclusive education	1
Other	2

20 respondents using EWC reported that they also use other Wordworks programmes. Of these, the Wordworks App was most common (13 partners), followed by Stellar (8 partners). Reasons for take up of EWC were most commonly the strengthening of existing

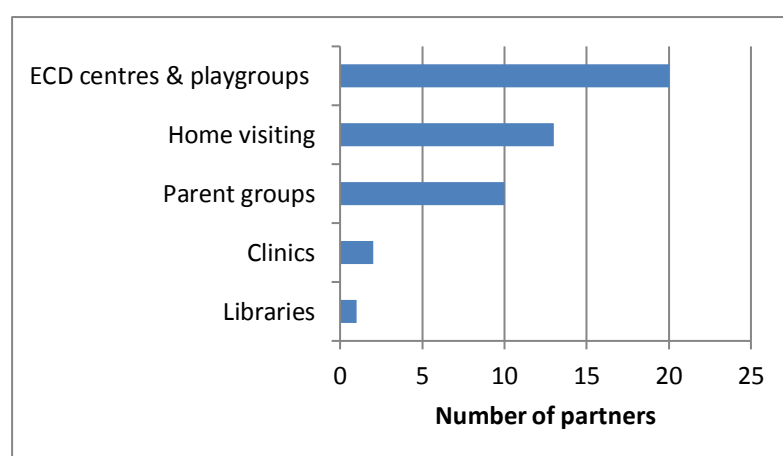
work on early language and literacy (21 partners) but recommendations, Wordworks' good reputation and high-quality materials had also influenced their decision. Three respondents had not previously had an early language and literacy focus in their work.

Partners selected for follow-up interviews included a mix of those working on early health with a stimulation component and those focused on ECD centres and parents linked to those centres.

## 2.2 Delivery context, target and how EWC is used

EWC lends itself to delivery in a range of contexts as shown in Figure 1.

**Figure 1 Programme setting in which EWC is delivered**



The wide usage in group learning programmes (ECD centres and playgroups) is of particular relevance to the review as EWC was designed for home visiting and interaction with parents rather than for children in a centre or playgroup setting.

### Age targets and application of EWC

The EWC Programme is based on six books on the following themes: talk, play, sing, share books, draw and write, and everyday maths concepts. Collectively the books comprise over 100 cards which cover the age ranges birth to two years and three to five years, and are available in English, isiXhosa, Afrikaans and isiZulu. Each card centres on an illustration of an adult–child interaction in a specific context and includes speech bubbles. Accompanying text highlights the key messages and proposes similar activities to build language and lay the foundations for literacy. Some books do not provide any resources to put the ideas into practice, while other books give instructions on how to make simple resources. (See 2.6 EWC materials for a list of all programme materials.)

Partners are using EWC in different ways, some systematically delivering all the cards for the age group they target and some focusing on particular components. Table 6 indicates the number of survey respondents using the full or part of the package by age group.



**Table 6 How partners are using EWC**

	<b>Number of Organisations</b>	<b>Birth to 5</b>	<b>Birth to 2</b>	<b>3 – 5 year olds</b>
Full package	15	14		1
Parts of package	10	4	1	5

Discussions with the interview subsample revealed the diversity of ways that partners are using EWC. Some, including one health visiting programme and two early stimulation home visiting programmes, said that they work systematically through the cards. One partner is currently writing it into their programme manual (and has supplied an outline) so that it is fully integrated. However in another health visiting programme, the training coordinator reported that it is being *“implemented in pieces”* because there has been little focus on implementation and time in home visits is often too short to follow the whole routine or use the books.

Of those partners working in ECD centres some report that they are working systematically through their age-related books with the ECD practitioners at support visits. For parent workshops, some have adapted and shortened what they offer. One ECD support project has drawn on the booklets and slides and created their own course with a new trainer’s manual, though they still use the booklets.

### 2.3 Training on EWC

The EWC partnership begins with Wordworks training partner staff. After an initial TOT, Wordworks offers support and refresher trainings. The number of staff from partner organisations who had received training is given in Table 7. In addition to the key management and training staff, several trainings included other interested parties such as funders, interns, therapists and ECD practitioners.

**Table 7 Number of staff attending training (Active partners only)**

	<b>Total number trained (organisations)</b>	<b>Coordinators, trainers and programme managers (organisations)</b>	<b>Other participants (organisations)</b>
Initial training	124 (37)	71(25)	53(25)
Refresher training	28 (14)	20 (9)	8(6)

However, survey respondents reported that over the period since training there had been attrition of close to a quarter of the originally trained staff (15 of 68) due to changes in jobs or leaving the organisation for various reasons.

Twenty-five of the thirty-seven active partners received the three-day training, ten organisations were trained in nine four-hour workshops over ten months and two organisations had different staff attending different formats.

All partners, including the three non-active partners in the survey, perceived the quality of the training received as good (seven partners) to excellent (twenty-two partners). Positive comments on the training included that it was *“customised to our needs”*, that *“the material is well prepared and the message is brought across very clearly”* and that there had been *“practical demonstrations”*.

*“We have truly benefited from the training through Wordworks. It has certainly open(ed) our eyes to understanding of literacy when working in our schools programmes. We have gained more skills and are more confident when working at the schools.”* (Rural and Youth Development partner)

Wordworks was interested in how the TOT trainers had used EWC to train other members of staff at the partner organisations or not and their perception of how effective this had been. This is summarised in Table 8 and it appears that cascading the training had generally been effective, but also that the training provided had for the most part been quite brief.

### Comments on training format

TOT is offered either over three full days or over nine four-hour workshops once a month. A question probed in all the interviews was whether these formats were working and which was preferable.

Many of those interviewed indicated that the three days were very full and a bit overwhelming (e.g. *Staff were shattered and battled to remember Day 1; It was a bit rushed for me – a lot to look at and doing it for the first time*) although experienced and higher level staff were able to manage. There is a general feeling that it would be preferable to break it up, with an opportunity for implementation after the first two days and then a further day or two of training, which is generally good training practice. Even an experienced trainer commented that she *“did it twice and I found the second better as we had already started implementation”*. However, the time and cost for participants having to travel to training over distances makes this impractical for many partners.

The nine-day format, which is only presented in Cape Town, is recognised to work well, but also poses some challenges for participants who have to travel distances, or, in the case of ECD practitioners, find replacement staff when they leave their centres.<sup>3</sup>

In the localised step-down training offered to their beneficiaries, most partners train EWC spread out, but not necessarily in a nine-day format. Many reported rearranging and simplifying the material due to time constraints. For example, one partner gives joint parent

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<sup>3</sup> Personal communication, Worcester Group.

and ECD practitioner workshops once a week for two hours over five successive weeks as once a month over a long period cannot be sustained by everyone and there is a loss of information (and dropout). Another said *“When I am with parents I extract ideas and don’t follow the steps”*. Others work through the books on their site support visits. Partners also use their regular meeting times with field staff to review the material and plan.

A few partners suggested that the training could be streamlined to the age focus that they were working with.

*“At first the sessions were not relevant because we don’t have the two-year-olds. Would be good to focus on the age group that you are teaching.”* (ECD Practitioner)

*“Would it be possible to work with a focus on the age group or setting?”* (ECD Practitioner Trainer)

Others felt that it was valuable to get a full understanding of development from 0–5 years because it helped when sharing information with parents.

Survey respondents were asked to rate the effectiveness of cascading EWC training to their colleagues (Table 8). One partner has not yet cascaded to other staff members and there is missing data on how many hours are spent for some partners.

**Table 8 Effectiveness of TOT trainers using EWC to train other staff members**

How effective?	N	Length of training			
		Up to 4 hours	4 - 8 hours	8 – 16 hours	16-24 hours
To some extent	4	1		3	
Effective	17	6	2	3	5
Very effective	4	1			3

Twenty-two partners reported that they plan to continue using EWC for staff development in future but some have other priorities or lack of funding for the EWC programme.

Partners were also asked about how effectively they had been able to use EWC to train their beneficiaries. Most felt that this had worked well, as shown in Table 9, and all indicated their intention to continue to use the programme in their work, 21 with new beneficiaries and 20 with existing beneficiaries.

**Table 9 Use of EWC in Your Work with Beneficiaries**

	Number of Organisations
To some extent	5
Effective	10
Very effective	11

Table 10 provides input on the perceived outcomes for the partners of using EWC.

**Table 10 Outcomes related to EWC implementation**

	NA	No/Too soon	Yes	Don't know
Changes in knowledge & skills of staff	1		26	
Language/literacy more of a focus	1	4	22	
Mostly used materials for language/literacy		5	22	
Revised own materials to include		4	19	
Changes in knowledge and skills of practitioners	8	2	16	
Changes in knowledge and skills of parents	7	4	16	
Improvements in child language	2	2	16	3
Improvements in caregiver/child interaction	4	2	15	

Partners reported on a range of perceived outcomes of the programme. Examples from different delivery contexts are given in Box 1 below.

**Box 1 How EWC is Changing the Delivery of Partner Programmes**

<p><b>Home Visits</b></p> <ul style="list-style-type: none"> <li>• <i>Stories and book sharing has become the norm for parents during the home visit and caregivers show an active interest in pointing, naming and talking to babies and toddlers in context of the materials provided.</i></li> <li>• <i>Mentor Mothers have reported that their relationship with their children has improved and they even go out of their way to encourage them and provide resources for them to play.</i></li> <li>• <i>Caregivers are engaging more and more with their children in daily activities as a result of EWC in the home visiting programme.</i></li> <li>• <i>Every Word Counts has added enormous value to the Literacy and Numeracy content of our Family Home Visiting and Parenting Programmes and has raised an awareness of the caregiver's role in early learning, giving the necessary knowledge and practical tools which make implementation simple and attainable.</i></li> </ul>
<p><b>Parents/Caregiver Programmes</b></p> <ul style="list-style-type: none"> <li>• <i>Parents have become positive in the way they interact with their children at home.</i></li> <li>• <i>The parents are more excited and have taken a more active role in their children's education/development.</i></li> <li>• <i>The booklets made by the caregivers at the literacy and numeracy workshops were described by them as an eye-opener and possible to do whether one is illiterate or literate and are easy share with one's children – no special skills needed!</i></li> <li>• <i>Guardians did not know the importance of reading books. They now see the importance of reading and they are interested now. They are spending more time interacting with children and turning daily tasks into learning games.</i></li> </ul>
<p><b>ECD Practitioners</b></p>

- *The practitioners are using the idea from Wordworks effectively in their daily routine.*
- *Teachers prepared improvised toys which children use. Teachers have started taking children to library to collect books for story.*
- *It was hard for the teacher to not always tell the children what they were seeing in books, but to ask the children to speak for themselves. Since starting EWC the teachers have been learning to let the children speak for themselves and hear their responses.*
- *Wordworks has taught me to be mindful of the activities I plan for my class.*
- *We could use ideas from EWC to extend to literacy programmes for our aftercare programme and local schools. The animal cards were used for creative writing exercises. Older children wrote and illustrated books for young children in isiXhosa.*
- *This course is about changing behaviour – teachers don't sit on a chair and shout at the children, they sit on the floor and play with them. The message is getting across. It is about changing the 'how' as much as the 'what'.*
- *In our ECD qualifications training I don't remember going into detail, we just did a short piece so this in depth work is really enjoyable.*

#### **Children**

- *We are seeing improvement in children whose parents attend the workshops.*
- *Children are now articulate when they talk.*
- *Counting and vocabulary skills of children in ECD centres who are also in the ECD in the Home Programme, are on average higher than their peers.*
- *We believe that this is supporting all children in getting ready for school and will enable success early on in their schooling career.*

## **2.4 Enablers and challenges for the use of the EWC programme**

Successful programme implementation depends on a variety of internal organisational factors such as staff and management buy-in to allow time and resource allocation to the programme, staff capacity and the support Wordworks should provide in establishing and deepening programme implementation. Respondents ranked these factors in order of importance as shown in Table 11. It should be noted that new partners would not yet need refresher workshops which would have reduced priority for this item. Clearly initial training is essential but what is interesting is recognition of the importance of staff and management buy-in and alignment with organisational objectives as an enabling factor. The scale-up literature highlights these elements as essential to success. This means that partner organisation factors are key to success and partner selection is an issue that Wordworks has paid careful attention to as it has rolled out EWC. The comment by one partner that parent commitment had enabled EWC take up is a further example of buy-in, and one which links to the contextual appropriateness of the messaging and materials discussed below.

**Table 11 What helped an organisation to use the EWC Programme (ranked)**

	NA	First	Second	Moderate ( 3 - 6 )	Low ( 7 - 10 )
TOT offered by Wordworks		19	5	1	1
Staff committed to implementing EWC	1	14	3	8	
Alignment organisational objectives and EWC		14	4	6	2
Management committed to implementing EWC	1	14	3	4	4
EWC printed materials and other resources		13	6	7	
Ongoing contact from Wordworks via email/phone	1	8	11	2	2
Learning and support visits by Wordworks	5	7	6	5	3
Annual reflection and refresher workshops hosted by Wordworks	6	6	6	0	5
Funding that we could use for EWC work	12	6	1	2	4

A further factor, perhaps of more significance for potential scale up of EWC, is how well it fits with South African training and programme regulations and curriculum guidelines. This is shown in Table 12.

**Table 12 Perceived fit of EWC with South African guidelines and programmes**

	Don't know	Not at all	Somewhat	Good fit
NQF ECD Level 4	3		4	15
National Curriculum Framework (birth – 4)	5		3	15
UNICEF Parenting Course	6		2	14
DSD registered ECD programme that you offer	7	1	1	9

In addition, three partners felt that EWC fits well with CAPS, three others for implementation in non-centre based programmes.

One partner commented that *"EWC has proven to be very practical and contextually relevant. All the ECD facilitators are comfortable with the programme. It forms a solid foundation as introductory training for any NQF teaching course"*.

Three home visiting partners commented that the EWC card structure is simple for the home visitors to use and interesting for parents which enables implementation.

*“There were many synergies with our existing programme but (EWC) is a lot more visual and a better prompt for home visitors to pay attention to highlighted points. It has allowed us to take things to a deeper level.”* (Home visiting partner)

*“(EWC) provides skills to work with any child – we have found it beneficial for families with disabled children, helping parents talk to their children.”* (Inclusive ECD centre programme)

To some extent, the limited reports of challenges regarding other priorities, planning, lack of management support as shown in Table 13 may relate to those organisations who responded to the survey and who are active and more successful partners. Partners for whom these are severe challenges may have been less likely to have taken the time to complete the survey.

**Table 13 Challenges experienced for using the EWC Programme (ranked)**

	<b>Not Applicable</b>	<b>First</b>	<b>Second</b>	<b>Lower</b>
Other organisational priorities	15			
Unclear re planning/initiating project	23	1		1
Lack management support	24	1		
Needed more training/mentoring	20	2	2	1
Needed more materials	16	5		4

Specific challenges identified by interview partners included:

Difficulties with competing work priorities in health focused home visiting programmes:

*“Our funder is more interested in the health side and the challenge is prioritising when they have health and nutrition messages to deliver as well.”* (Health visiting partner)

*“Our key business is antenatal care, so fieldworkers are out of their main job when on training; they are not paid for extra time and have to meet their target of moms to visit. They also feel they have too much workload on them. Some of our clients aren’t willing to give time and Mentor Mothers have just to give the key messages not use the books and follow the routine.”* (Health visiting partner)

Several partners and the ECD practitioner group were concerned about the cost of materials:

*“Although the value supersedes costs, the cost of materials is a big challenge and will limit expansion of the programme.”* (Home visiting partner)

In the case of a second home visiting partner working with substantial numbers of home visitors and not interviewed here, their inability to provide materials for all their

fieldworkers also limited programme expansion of EWC and therefore full integration into their programme manual.<sup>4</sup>

*“We have got resources because we are attending, but how do you continue to get resources such as books next year? These are an incentive for parents to attend.”* (ECD practitioner)

In addition, for those ECD practitioners interviewed who focused on parent workshops, access to resources for making play equipment is important. They were concerned about how to get recycled materials.

Other EWC programming related challenges noted included:

*“Promoting English is widespread; it is so difficult to convince parents. They don’t want to use mother tongue, everyone must speak English.”* (ECD practitioner)

*“Book 2 was a challenge when you have to ask parents to share stories and they share terrible stories from their lives, about taxi violence and so on. I couldn’t stop them. Now there is a touch sheet to assist you to sum up what you were going to deal with and this really helped me as I am not used to dealing with adults. Now I am confident enough to stand in front of parents.”* (ECD practitioner)

Finally, regarding whether there is a need for a special EWC focus for ECD practitioners, interview partners commented as follows:

*“Leaving out things focused on Home Based Care – making this transition to our own package for ECD practitioners took about three months. Because we have adapted it is difficult for them to follow in their books. A formalised ECD course would be awesome.”* (ECD centre training partner)

*“The materials artwork is geared to home and we assume that the centre can make the shift with the material. Content in an ECD practitioner-focused EWC would remain much the same, but imagery needs to reflect the group learning side.”* (Funder consultant)

*“We have done some specific ECD centre training and basically every card could have a specific question to show how you would implement with a small group. Maybe (develop) a planning sheet (similar to the training outlines) which shows how they could plan for the classroom using EWC.”* (ECD centre training partner)

*“Key messages are appropriate across contexts.”* (ECD centre training partner)

A significant issue raised in two interviews was that of management buy-in:

*“EWC needs senior management to attend TOT, give buy-in and integrate into programme materials. Otherwise it is hard to get support for field staff. It is also challenging when*

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<sup>4</sup> Personal communication with author



*organisations have different ways of working, for example whether they provide time to plan, mobilise resources and reflect afterwards. Many organisations just plough on, do... do... do through pressure of work..."* (Funder consultant)

*"From our organisation's side it is very important that Wordworks always checks in with the senior managers. Even though I am in charge of training, final issues of implementation rest with management."* (Health visiting partner)

## **2.5 Monitoring and evaluation (M&E)**

While partners report a number of gains as a result of implementing EWC (See Table 10 and Box 1) as the programme is consolidated and rolled out to more partners there is a need for stronger M&E systems to ensure good quality implementation. The programme is also established enough to evaluate effectiveness. This will be essential to inform any initiatives to scale it and to garner future donor support. Wordworks is invested in strengthening M&E at a number of levels including:

- Level 1: quality of training of trainers
- Level 2: quality of training of mentor mothers/home visitors/ECD practitioners
- Level 3: quality of practitioner and home-visitor engagements with parents/caregivers
- Level 4: shifts in knowledge, practices and engagements with children
- Level 5: improvements in child outcomes.

As a first step, the survey and partner interviews interrogated current M&E practices.

Twenty-five partners reported that they keep records of EWC work with the type of records indicated in Table 14. About half of partners doing monitoring (11 of 24) have integrated it into their ongoing system.

Several of the interview partners explained that they integrated M&E for EWC into their ongoing reporting forms, which makes data collection much easier, especially in rural geographies where distances limit timing and frequency of visits. Two partners had opted to keep it separate, one because their health programme funder would not want it on the tool and the other to be able to report to Wordworks on what they need without having to extract it.

**Table 14 EWC records kept**

Record	Number of organisations
Registers	22
Participant feedback	20
Observations of implementation	15
Monthly reports	12
Child progress records	4
Other: Photos	3
Journals	1
Quarterly reports	1
Lesson plans/materials	1

Wordworks has designed a number of monitoring tools to assist partners. However, relatively few partners are using them, as seen in Table 15, which might reflect the focus to date on training and capacity building.

**Table 15 EWC Monitoring tools used by partners**

Tool	Number of organisations
Record of visits form	4
Pre- and post-knowledge questionnaires	11
Home Observation sheet	3
Centre Observation sheet	4

While one partner interviewed is using the Home Observation Sheet successfully, others reported that they did not use them, or had adapted the EWC monitoring tools for the following reasons:

*“We have our own reflection sheet. But we will be looking at some changes to deepen the aspects of the home visit and will look at the EWC checklist for ideas.”* (Home visiting partner)

*“The Home Observation takes a long time so we need to adapt it. Our whole reporting system is on an App and we are trying to minimise paperwork.”* (ECD training partner)

*“I give copies of the Centre Observation Sheet, but you can’t sit there for the whole morning, so we use some of the questions. You can also use it to check on the staff and see what they are doing.”* (ECD centre training partner)

Apart from this, it was evident that many partners are doing minimal and often informal monitoring at this point, apart from collecting data on numbers reached, or had not analysed the data they had collected. However the tools provided have been consulted and drawn on by those partners doing monitoring.

Twenty-three organisations reported that they planned to do more M&E in future. Table 16 is based on rankings of M&E priorities and covers the full range from training delivery, as the top priority, to changes in the programme deliverer and outcomes for children and parents.

**Table 16 Partner M&E priorities**

<b>M&amp;E target</b>	<b>Rank 1</b>	<b>Total of rankings 1 2 3</b>
Monitoring quality of your training for beneficiaries	13	18
Monitoring quality of your training of staff	10	13
Monitoring quality of home visits	10	13
Monitoring changes in classroom practice in ECD centres	10	13
Monitoring changes in language and emergent literacy practices in homes	11	13
Assessing child outcomes	10	11

The most immediate need identified by partners is for monitoring the quality of the training they provide. One interview partner noted that they would need to come up with a document for monitoring training delivery once this is cascaded from management to training staff. There is clearly a need for some guidelines around what a good training session should involve. More than one partner requested Wordworks to observe and comment on how they are applying EWC. An issue was also raised about whether some of the implementing partner staff have sufficient early childhood knowledge to provide appropriate support and monitoring to beneficiaries.

## 2.6 EWC materials

EWC materials are key to programme delivery and a comprehensive range of supports for the programme have been designed. In this section of the review we report on partner perceptions of the relevance and usefulness of the different materials and the extent to which they feel there would be value in adapting materials for different applications.

Table 17 provides a summary of how many of the 26 respondents are using particular materials arranged by number of times mentioned.

**Table 17 Partner use of different materials**

<b>Type of material</b>	<b>Number of partners using it</b>
Guide for trainers	21
Free books, puzzles and games	20
Little book templates	20
Make your own early learning resources booklet	20
A5 black & white books 2, 3, 4, 5 & 6 (3-5 years)	20
A3 flipcharts	19
Flash drive: handouts	18
A5 colour books 1 & 4 (birth to 2)	17
A5 black & white books 1 & 4 (birth to 2)	17
Workbook for participants	17
Home-made resources given out at training/during visits	17
Workshop outlines	17
Wordworks App	13
A5 colour books 2,3,4,5 & 6 (3-5 years)	13
Flash drive: videos	12
Flash drive: readings	9
Flash drive: monitoring tools	9
Flash drive: certificates	8
Homework booklet	7
At home reminder sheets	6

Table 17 indicates that the training guide and resources are the most frequently used materials and that there is slightly more focus among partners on older children. There is relatively little use of the homework booklet, home reminder sheets and some of the training support and M&E tools.

Questions about the context in which different materials were used indicated that with the exception of the At home reminder sheets, which were used in the context of home visiting or parent programmes, the other materials were used across the range of EWC applications.

Table 18 summarises responses to how frequently each type of material was used, organised by most frequent use. Note that seven partners did not complete this question.

**Table 18 Frequency of use of different materials**

	<b>Number</b>	<b>Seldom</b>	<b>Quite often</b>	<b>Frequently</b>
Guide for trainers	16		2	14
A5 black & white books 2, 3, 4, 5 & 6 (3-5 years)	15		3	12
A5 colour books 1 & 4 (birth to 2)	15	1	3	11
Make your own early learning resources	17	2	5	10
A3 flipcharts	15		5	10
A5 black & white books 1 & 4 (birth to 2)	13	1	2	10
A5 colour books 2,3,4,5 & 6 (3-5 years)	12		2	10
Workshop outlines	13		4	9
Flash drive: videos	13		4	9
Free books, puzzles and games	14	1	5	8
Home-made resources given out at training/during visits	14	1	6	7
Flash drive: handouts	14	1	6	7
Wordworks App	11	2	3	6
Workbook for participants	12	2	4	6
Flash drive: Powerpoints	9	2	2	5
Little book templates	12	2	6	4
Flash drive: additional reading	9		5	4
Flash drive: monitoring tools	7		4	3
Homework booklet	7	3	2	2
At home reminder sheets	6	3	2	1
Flash drive: certificates	6	1	3	2

Table 19 below summarises responses to the questions of how ‘relevant for context’ particular materials were. As can be seen, the materials most often queried by a minority of partners were the At home reminder sheets, Homework Booklet and Workbook and monitoring tools. Reasons for this were probed in the interview sample.

**Table 19 Contextual relevance of different materials**

Material	Number	Not at all	Somewhat	Very
A5 colour books 1 & 4 (birth to 2)	16		1	15
A5 colour books 2,3,4,5 & 6 (3-5 years)	13			14
A5 black & white books 1 & 4 (birth to 2)	13		2	12
A5 black & white books 2, 3, 4, 5 & 6 (3-5 years)	14		1	14
A3 flipcharts	16		1	16
At home reminder sheets	8		5	3
Guide for trainers	16		1	15
Workbook for participants	13	1	5	7
Homework booklet	8	2	2	4
Workshop outlines	12		2	11
Flash drive: videos	13	1		13
Flash drive: Powerpoints	9			9
Flash drive: handouts	12	A		13
Flash drive: certificates	7		2	5
Flash drive: monitoring tools	8		3	5
Flash drive: additional reading	10		2	8
Little book templates	13		2	11
Make your own early learning resources booklet	16			16
Home-made resources given out at training/during visits	14		1	13
Free books, puzzles and games	14			14
Wordworks App	11		1	10

Partners were then asked whether there were materials that were so essential to EWC that they could not implement it without them. Only 18 respondents completed this item and only marked certain materials so that it is not possible to get an overview of which are least valued. However the A5 books (colour, and black and white) and Guide for Trainers were again seen as most important.

### Comments on materials from interviews and survey respondents

Interview partners were probed extensively on the materials as they are such a key component of the EWC programme, some survey respondents had provided comments as well. In this section usage, relevance and potential adaptations and ideas are explored.

Overall responses were extremely positive, indicating that the materials are useful and appreciated. The main concern was to have an ongoing source of materials and how to cover the costs.

*“We used them as is. They are very appropriate. We love the puzzles, games, animal cards and alphabet charts.”* (ECD centre training partner)

*“The materials for babies are culturally and contextually appropriate, caregivers engage with the drawings and the stories.”* (Home visiting partner)

*“Videos are the highlight; I show them on my IPAD. There is a good balance of materials and games.”* (ECD training partner)

*“Parents identify with the pictures, the videos work well (we use laptops).”* (ECD practitioner group)

*“They fit with what we do in class and the book on play was a nice add-on.”* (ECD practitioner group)

### **Key Issues about the appropriateness of materials**

The key issues discussed included whether there should be adaptation for ECD centre content, translation and the relevance of certain materials which are less used than others.

**Adaptation for an ECD centre context** (discussed in 2.4 above) is both a training and materials issue. Partners recognise that the messages are common but have suggested changes in some images to include more group contexts.

Another suggestion was to include simple lesson plans based on EWC or highlighting how the activities can be done in class, for example, the play box can be incorporated in classrooms by having them for different themes.

One other proposal was that additional input on storytelling would be an advantage for centres, as some of the practitioners are doing very formal work (like the alphabet) with three- and four-year-olds because of their low levels of training.

**Suitability of materials for different language and contexts** was a key concern, but partners had had different experiences with regard to language of materials:

The isiXhosa materials were found to be really helpful by an Eastern Cape partner. However in Worcester the isiXhosa-speaking practitioners almost without exception want English. They have commented that the isiXhosa is *“not the Xhosa we speak”*.

Nevertheless, there was also a request for an isiXhosa translation of the Guide for Trainers.

Another partner highlights a common challenge for translation of urban/rural and regional variations in the language:

*“Many practitioners can’t read and the trainers like to read the question in English and then explain it in Zulu. The translation (has) very colloquial words that are not understood in all areas. So we don’t use handouts. We would rather have this on audio for better understanding.”* (ECD centre partner)

This particular partner has not been able to access the App which does have the requested content on audio.

The need for more isiZulu examples and games was also raised:

*“There was one game with English letters which we haven’t used, it needs to be adapted but is difficult to do. We need Zulu initial letters and pictures.”* (ECD centre training partner)<sup>5</sup>

*“The card with environmental print is a problem (the Bus Stop) as it is only in English and when you discuss it with parents it is not really relevant.”* (Home visiting partner, rural)

On the whole, images were found to be appropriate, but the ECD practitioners, as well as several of the persons interviewed, commented on the picture of the family round the table eating together.

*“Most families don’t do this. We have to explain that it doesn’t have to happen around the table – could be on the floor or the bed.”* (ECD practitioners)

**Least used materials** included the workbook, homework book and leave-behinds, though some partners had used them successfully. Partners commented:

*“The At home reminder sheets work well.”* (Home visiting partner)

*“Clients are not using the black-and-white at home reminder sheets, they prefer the colourful books.”* (Home visiting partner)

*“Parents lose the reminder sheets and they have to be copied again.”* (ECD centre training partner)

*“At home reminder sheets are more suitable for parents and it is not feasible to make copies for all families.”* (ECD centre training partner)

Regarding the Workbook, some partners found it to have been useful during the training, but not used subsequently. Others found it to be repetitive:

*“We are not using the Workbook – it is repetitive with the Trainers Guide and I would exclude it. I sometimes make a copy of one or two pages and give them (trainees) that.”* (ECD centre training partner)

One partner working with ECD centres indicated that the homework book is more targeted to home settings and that they don’t use it, but do give some tasks. Two home visiting programmes reported using the homework book with the parents and that *“it makes things easy as the home visitors know how to follow up. However new staff did not know how to monitor the book and were reluctant to use it”*. Another programme, in which there was some resistance from home visitors, said that they *“simply give home visitors a notebook to write down what they see”*.

A parent programme partner indicated that:

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<sup>5</sup> Wordworks has developed an isiZulu version which the partner may not yet have received.



*“The homework book is a good idea, but you know how resistant adults are to homework. Adults get nervous about it. There are more personal, open ways of doing homework without pressure.”*

Similarly the ECD practitioner group commented that they:

*“... want parents to enjoy the workshop do it together. The moment you give them the book they feel intimidated, some can’t write neither read. It is good for you as a facilitator as it tells you what they could do at home and you can tell the parents.”*

There was very little call for entirely new materials, but issues that did come up were more focused on working with adults, and specific video requests included:

- Clip of reading to restless, difficult child/ren (Home visiting)
- Clip for controlling large groups of children in an activity (ECD Centre)
- Possible clip of child learning through being allowed to make mistakes (ECD centre).

### **The Wordworks App**

Only half the survey respondents were using the App, and of those only some of their staff and beneficiaries, mostly for technological reasons which emerged in the interviews.

There was a positive response to the content from those who had downloaded it:

*“When it does work (they) love reminders. A very useful tool. Teachers and parents find it very motivating. Prefer it to actual programme.”* (ECD training partner)

*“The level of information is fine, you can listen or read. Home language is easy to build from, so important (that it is available) translated. Makes it to be accessible even for people who don’t understand English.”* (Home visiting partner)

*“The Nal’ibali stories are great. Older children can read stories on the phone.”* (ECD training partner)

*“The four or five home visitors that are using it are very happy with it. They can go out without preparing. They can just browse with their phone as they walk towards the house. They don’t show it to carers, it is for themselves.”* (Health visiting partner)

Feedback from the interviews highlighted largely technical problems with using the App. In rural settings Wi-Fi connectivity is a problem. Generally data costs and access to smartphones or phones with sufficient storage are a limitation. This is particularly the case for home visitors, rural ECD centres and parents.

*“On-boarding was time-consuming but quite a challenge... Working in quite rural settings smartphones are not fantastic, data is an issue. A lot of phones are old or poor quality, and doesn’t download, gets stuck. A quarter of parents couldn’t download. Also it would*

*download and work for three months and then just stop. A lot of reports about this but did not reload because of the cost.”* (ECD training partner)

*“Downloading is tricky for home visiting because we don’t have everyone together in the same room.”* (Home visiting partner)

A problem in one metropolitan area was that there is a crime issue and home visitors don’t take their phones with them to work.

The practitioner group interviewed had not yet on-boarded, but as they were working with parents were doubtful how much use it would be:

*“I wouldn’t use it because of the kind of parents I have and also I can’t monitor it. I like the person to person.”* (ECD practitioner)

Despite technological problems for downloading, one suggestion was to explore using the App in the context of offering parenting modules to employed workers through their companies and using this as an income generating opportunity for Wordworks.

The interview data was supplemented by a small written survey administered to 24 ECD practitioners in EWC training by the Foundation for Community Work in Worcester. Three-quarters of these were relatively or very experienced and only two had no ECD qualification. They taught a range of ages from babies through aftercare/special needs, but most work with children aged two to five years. The majority were Afrikaans speaking, with a few Xhosa-speaking practitioners.

### **App on-boarding and uploading**

Twenty practitioners had attended App on-boarding workshop and principals for two other practitioners had been present. Sixteen of them had downloaded the App. The rest had not yet downloaded, largely because they did not have a suitable phone, though some sharing of phones on the staff was reported.

### **Language used**

Afrikaans was widely used but the Xhosa practitioners used English as well.

### **Use of the App**

Twelve of the sixteen practitioners who had downloaded the App reported on how frequently they used it (Table 21), and eleven on the way it was used to support their teaching (Table 22).

**Table 21 How often the App is used**

Frequency	Number of practitioners
Daily	5
Regularly	3
Weekly	1
Not often/seldom	4

**Table 22 How the App is used for teaching**

	Number of practitioners
For stories	7
For planning	2
For activities	1
For morning ring or closing	1

Practitioners reported that they liked the activities, stories, different languages and pictures as well as songs and rhymes. They found the information interesting and one practitioner said she liked the reminders. Interesting comments included that they liked the App for *“the interaction when you talk and share about the day’s story”* and *“the new ideas and exploring other languages”*.

Twelve practitioners had promoted the App to others. Two had shared with colleagues; others had downloaded it on to their phones, or encouraged others to download it because it is useful and helpful for parents and teachers, as well as interesting to the children.

Three practitioners raised the problem of data costs and using too much data. When questioned, they insisted that even when preloaded the App takes data. For this reason, two of them had not promoted the App to anyone.

Five practitioners had organised an on-boarding event to promote use of the App (Table 23).

**Table 23 On-boarding events for parents/colleagues**

Attendance at on-boarding event	Any struggles at event
>10 Colleagues	No
20	No
30	Some struggled with data and phone storage
20 (most couldn’t make it, so I did it one on one)	Most people in that community didn’t have smart phones
30	Struggled a lot with data and space

The key finding from this survey is that the content is appreciated. This group were most often engaging with the stories on the App and that even in more urban contexts technological challenges with phones and data were a challenge.

## 2.7 Further support needs for implementing and extension of EWC

Survey respondents indicated the areas of implementation where they would need further support from Wordworks.

**Table 24 Further support required**

	Number of Organisations
Home visits	9
ECD centres	5
Parent workshops	9
Campaigns/special events	3
Public education (e.g. clinic visits)	2

General needs identified were for support with the App, training of new facilitators and support resources in new areas, as well as support for M&E. Some partners requested financial support or ideas about how to sustain the programme. A specific topic for home visiting was how to deal with different home environments.

For ECD centres, there was a request for EWC staff to observe and check on implementation and ideas of how to reach out to parents.

An interesting request was for help with training and support of trainers of neighbouring organisations. The possibility of setting up training and support hubs was also raised by the Wordworks team.

As the survey sample intend to continue using EWC in the short- and medium-term future (Table 25) (though one partner indicated that they would not train in the following year due to other pressing work priorities), they were asked what would be most helpful for sustaining the programme going forward and their responses are summarised in Table 26, based on the item each partner ranked as most important.

**Table 25 Partner intends to use EWC**

Next year	Next 2–3 years	Next 5 years or more
2	9	15

**Table 26 Most helpful to sustain EWC implementation**

Based on a ranking of 1 and 2	Number of organisations
Top up TOT	16
Reflection/refresher	12
Provision of materials and resources	11
Ongoing contact	11
Learning & support visits	9

Note: this question was not well interpreted with some respondents simply giving a ranking of 1 to items that they felt were helpful. Only 10 partners ranked items, so this table is loaded with responses from those who gave more than one ranking of 1.

Two particular support requests, both relating to the ECD centre context, were for additional follow-up on persons trained to see if they are implementing properly, and a concern that many ECD practitioners do not have the confidence to have conversations with children and need additional support from the partner's trainers.

In relation to materials, one partner mentioned the need to be networked with providers of children's books as children were bored with those that had been provided. The number of practitioners using the Mobile App for stories indicates the need for access to more stories.

While many interview partners felt that they had already had a lot of support, there was a great deal of feedback on the value of refreshers not only for new content but for their energising nature.

*"We are brand new in this, confident in what we are doing at the moment but don't know if we can take it further. Touching base with someone who knows what they are talking about builds that enthusiasm, otherwise it becomes very stale."* (ECD centre training partner)

*"We have competing priorities so it is good to get a refresh."* (Health visiting partner)

*"(Feedback opportunities) help to refresh and invigorate, to get enthusiasm and energy. There are a lot of good programmes and training that staff have been on, but they drop to the bottom of the pile when other things happen."* (Home visiting partner)

*"We like to form partnerships and share and show. It is especially helpful for Wordworks to come here and touch base."* (ECD centre training partner)

However, this will have to be tempered by sustainability requirements.

*"(Ongoing support) is hugely expensive and Wordworks needs to think through a graded tail-off and exit point, or organisations must pay."* (Funder consultant)

With regard to the support provided and nature of the relationship a partner commented:

*“The genuine interest and support from Wordworks makes it a true partnership. I would recommend Wordworks to any organisation.”*

Similarly, another said: *“The programme is dependent on relationships, if you take that out of it, it becomes just like another government programme. The personal touch keeps it alive”.*

### **3. Bringing it all together: some future directions**

This section includes deliberations from the Wordworks’ staff reflection on findings emerging from the survey and interviews in relation to programme delivery and some pointers in relation to possibilities for programme expansion/scaling aligned with South African ECD policy and programming directions.

#### **3.1 Possible adaptations and additions**

##### **Structure of training**

Based on staff experience and supported by partner feedback the following suggestions were made:

Training of trainers: it would be ideal to have a two-day training, a period of implementation and then a third day which might focus on feedback, a site visit and a chance to practise. This could replace the current refresher. Partners would have to implement before that third day and the visit, where they could report back and demonstrate. However, it was recognised that there is a need to be flexible with formats for different geographies.

The current nine-week plus graduation model is better for more community-level participants allowing for a more hands-on experience, but is not an option for reach as there is a struggle with numbers. Not everyone gets to all the sessions and even in town transport issues are challenging. Parents also drop out with protracted courses.

It was noted that EWC for children 0 to 5 years encompasses a number of different programming opportunities, including one focused on 3- and 4-year-olds with parents and one to include in home visiting programming.

It was therefore proposed to break up the three-day TOT as suggested. For community-level group training (currently nine workshops over nine months), ways of shortening the training period should be explored, while still allowing for learning and practice and the valuable sharing of context among trainees. One way of shortening this, as some partners have done, is to reduce input to the ages of children targeted, and also to reduce repetition. However, the training structure should be flexible to context, but duration specified in hours.

This approach is similar to the strong focus in other Wordworks programmes on a particular age range, market and context. Training is offered on how to use a specific programme and

is something easily taken up. The aim is to provide an easy set of steps that will make a sufficient difference with minimum qualifications, but with the possibility for deeper implementation from the information made available. The programme could draw format ideas from the Stellar Parent Manual.

## **Materials**

A comprehensive set of highly valued and useful materials is available. To support the proposed tighter focus of EWC to age and context, reorganise materials to provide the packages below.

### **ECD centre-based early learning and literacy package for 3- to 5-year-olds**

This would integrate EWC with other Wordworks programmes into a package of resources that could be trained over a series of modules or offered discretely. It would include:

- Language learning across the school day: EWC content and materials to provide for practitioner development and application
- Resources for structured classroom activities: Little Stars Programme to provide practitioners with daily story-based language and literacy lesson plans over a two-week cycle
- Resources for parent engagement: EWC parent workshop outlines integrated with what is useful in the Home-School Partnership Programme, as well as the Stellar Teacher's Guide for Parent Workshops to provide activities and resources for teachers to share with parents.

This age- and content-focus linked to the National Curriculum Framework and the pre-Grade R year in a concrete and tangible way would help make the programme more sustainable for the future, especially if the Department of Basic Education is informed of work in this regard.

### **Package for pregnancy to 3-year-olds (home care and centre)**

The target group for this is carers of babies, where there is a huge and underserved need. It would target non-centre-based parent and home visiting groups, day mothers and babies in centres. However to align with the First Thousand Days messaging and focus, there is a need for additional material (the well-being of the pregnant and new mother, health, nutrition, responsive care and stimulation). Health messaging has already been included in the App and would therefore need to be incorporated into the cards and training guides. It would also be valuable to be explicit about self-regulation and executive functioning. A bonus is that this focus fits well with the current design of EWC, not too much new material is needed and there are existing Wordworks materials that cover some of the information to be added (e.g. the Learning Brief on the vital role of adults).

Revisiting this material provides an opportunity to consider grouping/consolidating some cards which are found to be repetitious (e.g. there are three cards on songs and rhymes with babies – finger rhymes, lullabies and bouncy anticipating games).

### **Course for speech and occupational therapists**

Build on existing interest and develop a five-hour module on how to workshop EWC which could be credited with continuing professional development (CPD) points. Community service therapists in rural hospitals might need a longer course. Wordworks could gauge possible interest in such a course by discussing this with the Speech and Language Association and Occupational Therapy Association of South Africa. This might be offered as a public workshop for a fee with no further support from Wordworks.

**General materials questions to follow up** include the cost and the limited use of certain of the materials (Workbooks, Homework books and At home reminder sheets) which may suggest the need for streamlining. In addition, the Guide for Trainers and associated materials will need to be aligned with the different packages. The points below also need consideration.

- Limiting the coloured A5 booklets as the big chart is more useful with groups.
- Revisiting the Workbook which is loaded with information and perhaps putting it into one book with Homework guidelines for those who want the structure this provides.
- Formalising and providing standard outlines for parent workshops as practitioners have found guidance for this to be very helpful.
- Including a more explicit section on adult learning in the Guide for Trainers and in the TOT.
- Integrating the App into the training outlines so that it is not a stand-alone. It is linked to the books. This will show trainees how the App links to the mediated messages. Consider the best time to introduce it.
- Considering the feasibility of requests for the Guide for Trainers in local languages, even though several vernacular speakers opt for English and most people are using the App in English. Having it in mother tongue supports promotion of mother tongue and also enables participants to easily take it into step-down training especially when working with complex and difficult concepts. People could then choose the conceptual language in which they are strong.
- Reviewing the App. Inspirational messages and praises for children have the most hits. Explore with partners whether there is too much information and the content should be shorter.

### **Partnerships – does anything need to change?**

An observation from the survey and interviews is that some of the partners are quite small but getting a lot of support time from the team. In a programme phase where EWC is moving from piloting /learning there would need to be shifts in partnership with the aim of



either dramatically expanding reach, or for M&E for deeper learning. It emerged in interviews that many partners lack capacity or resources for deeper M&E however much they may feel it would be valuable.

The partner review tool is an indicator that Wordworks is strategising around partner selection. However, the team also noted that partnerships take time and should not be given up on too early. A key question now that EWC is becoming well established is whether there need to be tighter requirements for ongoing partnership and clear steps beyond negotiating the pilot. As team members commented:

*“Some partners have an idea of what partnership means to them, (they) have a plan in terms of their organisation, where the programme can end or continue. Bigger organisations would do the activity and that’s it for them. Others carry on as part of their work, but nothing to do with what we agreed with them. They assume that they are trained and use it in their programme. Our expectations come from plans and agreements, training etc. We agree on a pilot project but there may be confusion in terms of reporting.”*

It would also be useful to look at a model for how much mentoring is offered and under what conditions.

While not losing the value of collaboration for learning and the possibility of another round of partnership for streamlined and repackaged programmes, the building of key and able partners into training hubs should be considered. This could include one in the Eastern Cape and one for KwaZulu–Natal.

Developing partnerships with structures and organisations with greater reach such as ECD forums, or larger national groups like SmartStart and Mothers2Mothers, would also make the programme accessible to more children over time. However, there will be a trade-off in terms of potential dilution of EWC with greater spread.

### **Monitoring and evaluation**

While the programme theory is very plausible and should be working, a challenge for evaluability is the flexible manner in which partners adapt EWC to their contexts. Standard implementation monitoring tools are also not used but modified to fit with partners’ monitoring systems and the feasibility of what data can easily be collected.

Proof of concept is important for scale up, fundraising and bringing in new partners, as well as for indicating the elements of the programme that are working well and what needs to be adapted. Bearing in mind the challenges noted and because EWC is being used across different contexts, a case study approach with specific measures of caregiver and child outcomes and controlling for as many variables as possible is an option. This could be done with one or two key partners in situations where there is not much cascade of training so the evaluation is focused on the programme and not trickle-down effects. A design and methodology would need to be developed for baseline and endline data collection. Suitable

measures might be sourced from current local studies of book sharing and interaction in the home. It would also be important to look at intergenerational learning and the role of different persons in the home, plus moderators such as maternal mental health and self-efficacy.

## 3.2 Key strategic considerations for scaling up

### Strategic partnerships for EWC

In the next EWC phase, as well as preparing a sound service ready for scale-up, Wordworks should be exploring larger partnerships and synergies with national programmes to take EWC to scale. This is essential to reach significant numbers of children. Some partners such as Mothers2Mothers or SmartStart may be civil society intermediaries, drawing on public funding, but there are likely to be direct opportunities provincially and nationally with public ECD expansion programmes. In this section we look at some policy streams that would be strategic linkages. Building up these partnerships is a different kind of programme effort requiring advocacy and careful preparation of the systems and evidence for scale.

Commonly identified requirements for scale-up which would be helpful to consider in this regard include:

- Proof of concept: evidence that the intervention works, the specific conditions under which it works and design for scale.
- Demonstrating social and institutional generalisability: evidence that the programme can be taken up across different levels and districts.
- Strategy and preparation: documentation, modification, simplification and alignment with the systems of the adopting organisation.
- Advocacy for buy-in: convincing stakeholders to participate, fund, implement, manage and monitor.
- Strengthening/building systems and organisational capacity to take on the programme.
- Monitoring and feedback for quality assurance and adjustments to improve programme implementation while scaling up access.
- Ensuring sustainability: political, financial and institutional compatibility and capability.<sup>6</sup>

As Wordworks looks at how to take EWC and related service offerings to scale, which of these are in place? And for which of these are there partnerships and plans that could be built on?

In terms of proof of concept there is strong general research evidence that elements of the EWC methodology such as focusing on knowledge, skills and attitudes, direct engagement of parent and child, a focus on positive parenting are critical for effective parenting

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<sup>6</sup> Cooley & Kohl (2006); Fixen et al. (2005); Hartman & Linn (2008); Vargas-Barron(2009)

programming.<sup>7</sup> The age and stage focus in EWC, which will be further strengthened in the new targeted versions, has been found to be really effective for allowing appropriate scaffolding of learning.<sup>8</sup> However, variable delivery formats, types and capacities of staff, and monitoring and supervision for adherence make it difficult to know whether and under what conditions EWC would be effective.<sup>9</sup>

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<sup>7</sup> Azzi-Lessing (2011); Baker-Henningham & Boo(2010); Evans (2006); Love et al. ( 2005; Richter& Naiker 2012; Skar et al 2015; Zafar et al,2014

<sup>8</sup> Center on the Developing Child (2016)

<sup>9</sup> Fixen et. al (2005), Center on the Developing Child (2016)

### Potential ECD policy linkages for the proposed EWC service packages

Buy-in is most likely where there is a strong alignment with the organisational/policy goals of the implementer. This section summarises the EWC packages and points at which they are well aligned with policy and which could be leveraged for scale-up.

Policy provisions relevant for future planning of EWC	Current EWC	Comment
<b>National development plan 2030</b> 1. Design and implement a nutrition programme for pregnant women and children under three, followed by a care and development programme  2. Increase state funding and support for universal access to two years of ECD exposure prior to Grade 1	EWC programme Books 1 and 4 content aligns with the development aspects of the programme goal for children under 3 years  EWC 3-5 supports language/ literacy and maths learning for pre-Grade R children but is not designed as a centre-based programme	Proposed pregnancy to 3-years package with some stronger focus on pregnancy and responsive care will be well positioned for care and development aspect of this NDP goal  Proposed centre-focused pre-Grade R package including EWC, Little Stars and Parent Topics would be better positioned for this NDP goal
<b>National Integrated ECD Policy</b> <b>Child Health</b> 1. Integrate parenting messages into existing maternal and child health services during pregnancy, delivery and from birth to 2 years  a) Parenting messages will consist of: The promotion of an understanding of the significant role of parents and primary caregivers in enabling early development	<i>In addition to above</i> 0 – 2 content meets most of the parenting messages on the significance of the parent, positive parenting, early stimulation, play and story-telling EWC has also been used by Community Health Workers and to a lesser extent in the clinics.	Given that the public health sector will have the responsibility for integrating parent messages, it would be strategic to engage with public health around potential use of EWC content and the Mobile App and to show how this aligns with the Road to Health Booklet Love, Play and Talk section. It would be optimal for this content to be included in some form in the CHW training package, rather than as an add-on which tends to be seen as an extra and not core.  Explore the potential of piloting with more health partners who have an interest in adding early

Policy provisions relevant for future planning of EWC	Current EWC	Comment
<p>b) Relevant information about child development and behaviour, care and early learning during antenatal visits in preparation for parenthood</p> <p>c) The promotion of positive parenting instead of the use of corporal punishment, and early stimulation in the home, including regular play and story-telling</p> <p>Parenting support will be included in the RTHB training package.</p> <p>Endorsement of the <b>Nurturing Care Framework</b> strengthens health sector commitment to supporting responsive caregiving and early stimulation.</p> <p>-----</p> <p><b>Parenting Support</b> All parents or caregivers of infants and young children have access to parenting support</p>	<p>-----</p> <p>EWC 0 – 5 provides information except for pregnancy.</p> <p>The Department of Social Development (DSD) has a parenting mandate and there has been some interaction with the department in the roll out of EWC.</p> <p>Use of EWC in poor, rural communities and with children with disabilities and in after-care situations, links well to the DSD priority groups</p> <p>-----</p> <p>EWC 0 – 2 is suitable for use in homes, by day-mothers and in small groups for</p>	<p>stimulation to their packages – Mothers2Mothers, FHI 360 etc.</p> <p>A clearer breakdown of age/stage related developmental activities would make it easier to align EWC content to particular points at which caregivers will engage with health services (e.g. immunisation schedule).</p> <p>-----</p> <p>Explore potential links with Department of Social Development programmes such as their Parent Training Programme and to big child protection programmes such as Isibindi and Isolabantwana, as well as with the ECD and Partial Care programme requirements which includes a focus on educating parents of children at facilities.</p> <p>-----</p> <p>Demonstrate clearly how EWC aligns with the National Early Learning and Development Standards (problem solving, positive self-image,</p>

Policy provisions relevant for future planning of EWC	Current EWC	Comment
<p>and parenting information when required, at all stages of early development from pregnancy until 5 years of age</p> <p><b>Opportunities for Early Learning</b> All infants and young children in South Africa from birth until they enter formal school, have access to quality, developmentally appropriate play and learning opportunities</p>	<p>infants and toddlers in ECD centres</p> <p>As noted above, the 3 – 5 year package needs clearer alignment with group learning programmes</p>	<p>communication and mathematics) and related National Curriculum Framework, early learning and development areas, especially Identity and Belonging, Communication and Mathematics. Engage the Department of Basic Education National and in provinces where Wordworks is active on plans for the comprehensive PreGrade R package.</p> <p>As some SmartStart franchisors are already using EWC in their playgroups or have plans to do so, discussion with the SmartStart Hub about integrating EWC (in some form) into the programme for greater reach.</p>
<p><b>ECD and ECCE NQF Training</b> Focus on language and literacy</p>	<p>EWC Partner organisations and practitioners have indicated how the materials and approach enrich their qualifications training</p>	<p>Wordworks is abreast of training developments, has indicated willingness to participate in the writing of National Curriculum Framework materials and has also shared materials on using a play-based approach to Language and Literacy development for DHET/DBE which will be linked to the Project for Inclusive Early Childhood Care and Education Initiative for ECD training in Higher Education and Training.</p>

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## APPENDIX 1 SURVEY QUESTIONNAIRES

### 1. Survey for EWC Partners

Name of organisation

Name of person(s) completing survey

Position of person(s) completing survey

Date

1. When did your organisation first partner with Wordworks to use the Every Word Counts Programme? Please tick one.

2015	2016	2017	2018
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2. Are you using any other Wordworks programmes or the Wordworks App at present? Please tick all that apply.

Stellar Home Language (Grade R)	
Ready Steady Read Write (tutor programme)	
Home School Partnerships (parent programme)	
Wordworks App	

3. Why did your organisation decide to take up Every Word Counts? Please tick all that apply.

Recommended by someone/another organisation	
Wordworks has a good reputation	
The materials looked high quality	
We wanted to strengthen our <i>existing</i> work on early language and literacy	
We had not focused on early language and literacy before and wanted to introduce this as a new focus	

Other (please elaborate):

4. How would you rate the quality of the EWC training your staff received from Wordworks? Please tick one.

Poor	Fair	Good	Excellent
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Please elaborate:

5. Of your staff who attended Wordworks Every Word Counts training-of-trainers, who of these:

	Names of staff members
Are still using the programme in their work	
Are no longer using the programme in their work	
Have left the organisation	

6. How effectively have the trainers who attended the Wordworks training-of-trainers been able to use EWC to train other staff members in your organisation? Please tick one.

Not at all	To some extent	Effectively	Very effectively
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6.1 If yes, approximately how many hours have your trainers spent on training other staff within your organisation? Please tick one.

Up to 4 hours	4 – 8 hours	8 – 16 hours	16 – 24 hours
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Other (please elaborate):

6.2 If yes, do you plan to continue to use Every Word Counts for training staff in your organisation? Please tick one.

Yes	No
-----	----

7. How effectively have you been able to use EWC in your work with beneficiaries? Please tick one.

Not at all	To some extent	Effectively	Very effectively
------------	----------------	-------------	------------------

8. Do you plan to continue to use Every Word Counts with your programme beneficiaries? Please tick one.

Yes	No
-----	----

8.1 If yes, who will you use EWC with? Please tick all that apply.

Current beneficiaries	New beneficiaries
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9. Have you seen any outcomes since your organisation has used Every Word Counts?

	Please tick one		
Have there been changes in the knowledge and skills of your staff?	Yes	No	
Has early language and literacy become more of a focus in the work of your organisation?	Yes	No	
Have you mainly used EWC materials for language and literacy work?	Yes	No	
Have you revised your organisation's materials to include language and literacy content from the Every Word Counts Programme?	Yes	No	
If you have used EWC with <b>practitioners</b> , have you noticed improvements in the way they interact with children to support language and literacy?	Yes	No	N/A
If you have used EWC with <b>parents/caregivers</b> , have you noticed improvements in the way they interact with children to support language and literacy?	Yes	No	N/A
Have you noticed improvements in <b>children's</b> early language?	Yes	No	
Have you noticed improvements in <b>children's</b> interactions with their caregivers?	Yes	No	

9.1 Please give examples of any outcomes you have seen

10. What helped your organisation to use the Every Word Counts Programme? Please insert 0 for those statements that do not apply to your organisation. Please rank those that are left in order of importance with 1 being the most important, 2 next most important etc.

	Rank
Training of trainers offered by Wordworks	
Ongoing contact from Wordworks via email/phone	
Annual reflection and refresher workshops hosted by Wordworks	
Learning and support visits by Wordworks	
EWC printed materials and other resources	
Funding that we could use for EWC work	
Staff that were committed to implementing EWC	
There is a good alignment between our organisational objectives and EWC	
Management was committed to implementing EWC	
Other (please elaborate)	

11. What challenges have you faced in trying to use and grow the Every Word Counts Programme in your work? Please insert 0 for those statements that do not apply to you. Please rank only those that are left in order of importance with 1 being the most important 2 the next most important etc.

	Rank
Our organisation was not able to allocate sufficient budget to EWC work	
Our organisation was not able to deploy sufficient staff to EWC work	
Our organisation found it difficult to include EWC in our work due to other priorities	
Our organisation found it difficult to begin using EWC because we were unclear about how to initiate and plan a new project	
Our management was not able to support the EWC pilot	
Our staff needed more training/mentoring from Wordworks to use EWC	
We needed more EWC materials	
Other (please elaborate)	

12. Does your organisation keep records of your EWC work?

Yes	No
-----	----

12.1 If yes, what records are kept?

Record	Please tick all that apply
Registers	
Participant feedback	
Observations of implementation	
Monthly reports	
Child progress records	
Other (please elaborate)	

13. Is monitoring of EWC **integrated** into your regular M&E framework (e.g. done at the same time as other monitoring, including in a broader programme monitoring template; or a **separate** process (e.g. separate field support, templates etc)? Please tick one.

EWC monitoring is part of all our programme M&E	
EWC monitoring is a separate process to our other programme M&E	

14. Have you used any of the following EWC monitoring tools? Please tick all that apply.

Record of visits form	
Pre- and post- knowledge questionnaires	
Home Observation sheet	
Centre Observation sheet	

15. Is your aim to do more M&E in future?

Yes	No
-----	----

15.1 If yes, what would be your priorities? Please rank with 1 being the most important.

	Rank
Monitoring quality of your training of staff	
Monitoring quality of your training for beneficiaries	
Monitoring quality of home-visits	
Monitoring changes in classroom practice in ECD Centres	
Monitoring changes in language and emergent literacy practices in homes	
Assessing child outcomes	

16. How well do you think EWC fits with the following? Please tick.

	Not at all	Somewhat	Good fit	Don't know
NQF ECD Level 4				
National Curriculum Framework (birth – 4)				
UNICEF Parenting Course				
DSD registered programme that you offer				
Other programmes (please elaborate)				

7. Use of EWC materials

EWC Resource Material	Which of the EWC Materials have you used/ referred to in your interventions? Please tick all that apply.	Context in which this resource is applied (Home visits, ECD centre training, parent workshops etc.)	How relevant is this resource to your context?  1 = not at all, 2 = somewhat, 3 = very	How often is this used?  1= seldom 2 = quite often 3 = frequently	Could you use EWC successfully without this resource? (yes/no)
A5 colour Books 1 & 4 (Birth to 2)					
A5 Colour Books 2,3,4,5 & 6 (3-5 years)					
A5 Black & White Books 1 & 4 (birth to 2)					
A5 Black & White books 2, 3, 4, 5 & 6 (3-5 years)					
A3 flipcharts					
At home reminder sheets					
Guide for Trainers					

<b>EWC Resource Material</b>	<b>Which of the EWC Materials have you used/ referred to in your interventions? Please tick all that apply.</b>	<b>Context in which this resource is applied (Home visits, ECD centre training, parent workshops etc.)</b>	<b>How relevant is this resource to your context?  1 = not at all, 2 = somewhat, 3 = very</b>	<b>How often is this used?  1= seldom 2 = quite often 3 = frequently</b>	<b>Could you use EWC successfully without this resource? (yes/no)</b>
Workbook for participants					
Homework Booklet					
Workshop outlines					
Flash drive:					
- Videos					
- Powerpoint slides					
- Handouts					
- Certificates					
- Monitoring tools					
- Additional reading					
Little book templates					
Make your own early learning resources					
Home-made resources given out at training/during visits					
Free books, puzzles and games					
Wordworks App					

## 2. Survey for Organizations Trained Not Currently Using and/ or Reporting on EWC

Name of organisation:

Name of person(s) completing survey:

Position of person(s) completing survey:

Date:

1. When did your organisation partner with Wordworks to use the Every Word Counts Programme? Please tick one.

2015	2016	2017	2018
------	------	------	------

2. Are you using any other Wordworks programmes or the Wordworks App at present? Please tick all that apply.

Stellar Home Language (Grade R)	
Ready Steady Read Write (tutor programme)	
HomeSchool Partnerships (parent programme)	
Wordworks App	

3. Why did your organisation decide to come to the Every Word Counts training? Please tick all that apply.

Recommended by someone/another organisation	
Wordworks has a good reputation	
The materials looked high quality	
We wanted to strengthen our <i>existing</i> work on early language and literacy	
We had not focused on early language and literacy before and wanted to introduce this as a new focus	

Other (please elaborate):

4. How would you rate the quality of the EWC training your staff received from Wordworks? Please tick one.

Poor	Fair	Good	Excellent
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5. Did your staff benefit from the EWC training?

Not at all	Slightly /a little	Somewhat	Very much
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6. Have the trainers who attended the Wordworks training-of-trainers use the EWC to train other staff members in your organisation? Please tick one.

Not at all	To some extent	Effectively	Very effectively
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7 Have staff members of your organisation used EWC in their work with beneficiaries?

Yes	No
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8. If Yes, how is this being used? Tick all that apply. **If No skip to Question 11**

We are using the full package of EWC	
We are using parts of EWC	
We have integrated EWC into our programme	
We are using EWC with Home Visitors	
We are using EWC with ECD Practitioners	
We are using EWC with Parents	
We are using EWC with community members	

9. If you are using EWC what are the challenges around the reporting process? Tick any that apply.

Meeting Wordworks deadlines	
Your own data collection & recording process	
Too much information required	
We need reminders	
Other, explain	

10. If No, please give reasons why you have not used EWC with your beneficiaries? Tick

We came to training to find out what it was about	
We do not have staff and funding to apply EWC	
We tried it and it was not appropriate for our context	
We plan to use it in future	
Other, explain	

11. Would any other materials or adaptations to existing materials be helpful in your use of EWC?

Yes	No
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11.1 If yes, please explain your suggestions with reference to the setting in which it could be used?

Home visits	
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ECD Centres	
Parent workshops	
Campaigns/special events	
Public education (e.g. clinic visits)	

12. Do you require any further support from Wordworks in relation to implementation and extension of EWC? Explain with reference to the setting in which you use EWC.

Home visits	
ECD Centres	
Parent workshops	
Campaigns/special events	
Public education (e.g. clinic visits)	

12. Do you foresee EWC being part of your work for the: (Please tick one)

Next year	Next 2-3 years	Next 5 years or more
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13. As Wordworks plans ahead and fundraises for EWC, what would help you most to use and sustain the programme going forward? Please rank with 1 being the most important.

	Rank
Top up training of trainers to build capacity of new trainers	
Ongoing contact from Wordworks	
Annual reflection and refresher workshops hosted by Wordworks	
Learning and support visits by Wordworks	
Provision of EWC printed materials and other resources	
Other	

14 Please add any additional comments

15 Is there anything else you would like to tell us?

## APPENDIX 2: Interview Questions

### 1. Questions for follow- up EWC interviews

These questions will be linked to the initial survey responses of the selected sample

<b>1. GENERAL ( WILL START WIDE AS IT MAY COVER SOME OF THE SPECIFICS BELOW)</b>	
How would you describe your journey with Wordworks and the Every Word Counts Programme?	<i>When you started; Since then; Looking ahead. Use with whom/ for how long/ using which books/ with what intention-hopes-objectives? Have you changed it over time? How?</i>
How/ why did you decide to use the EWCprogramme materials as you have?	<i>Any future plans which imply a change / development in current use? Is there anything that surprised you about this work? (unintended consequences)</i>
	<i>Challenges with implementation</i>
<b>2. TRAINING</b>	
Can you comment on the format and content of the Wordworks EWC training	<i>Is, 3-days – is it too long, too short, would it be better to split the training into more manageable parts, e.g. 2x 2 days Need to separate for ECD centres/ home visitors</i>
	<i>Did you have challenges later making sense of what they had learned (where do we start?) and experience of working out their pilot after training,</i>
	<i>Other e.g. affordability? Was there anything superfluous in the training?</i>
<b>3. M &amp;E ( as applicable)</b>	
How are you finding WW reporting requirements for EWC?	<i>Is this manageable? Do you have suggestions? Do you use the data you collect? How?</i>
How has EWC has been integrated into your M&E framework <b>Or</b> Why have you kept it separate?	<i>Has this been an advantage or not?</i>
Can you give some feedback on the M&E Tools we have provided?	<i>Why do you use them or not? Are there any other tools that would be useful?</i>
You have indicated that you would like to do more M&E	<i>What are your priorities</i>
	<i>What support from Wordworks provide would be helpful in expanding your M&amp;E</i>
Would you be willing to participate in a more in depth study of EWC implementation and outcomes?	<i>If so, would you have the staff capacity to support a process like this?</i>

<b>4. MATERIALS AND SUPPORT</b>	
( If Applicable) You indicated that you have adapted your own materials to include/reference EWC content.	<i>Explain about this</i>
Do you find the EWC materials are suitable for the context/s in which you are working?	<i>Are there some that don't apply at all or difficult to use within your programme</i> <i>Why</i> <i>Are there some that need revision</i>
You have requested further materials can you say more about what you would like?	<i>Additional or different types of materials tailored for different audiences</i> <i>Different format</i>
How have you used/are you using the WW app?  How would you like to use it going forward?	<b>Challenges</b> <i>Onboarding (technical aspects)</i> <i>Wifi/coverage (for onboarding)</i> <i>Other e.g., security issues round staff taking phones to home visits etc.</i>  <i>- low tech knowledge within their own organisation and thus they feel intimidated,</i> <i>- low tech knowledge of the users will inhibit their ultimate use of it and so they don't think it is worthwhile</i> <i>- data costs of the onboarding event which they can't afford,</i> <i>- lack of understanding as to what the app does and how it can benefit the users,</i> <i>- lack of confidence that the app will benefit the users</i> <i>- they feel the users won't want to use it</i> <i>- other reasons</i>
Do your staff require any further support with implementing EWC? What would be most helpful?	<i>Refreshers, visits, emails and calls, sharing with other WW partners</i> <i>Which of these could you manage without/are less important for sustainability of your work?</i> <i>What would be most helpful for us to focus on during visits or refreshers?</i>
<b>ANY OTHER COMMENTS</b>	

## 2. Practitioner focus group questions

Introductions and explain which ages they are working with.

1 What do you think the purpose is of the Every Word Counts programme?	<p><i>Probe:</i></p> <ul style="list-style-type: none"> <li>• <i>communication, build language, give new words, do activities that encourage talking together; encourage children to ask questions;</i></li> <li>• <i>learning through play;</i></li> <li>• <i>show love, build relationship, listening, showing interest;</i></li> </ul>
2 Tell me about your journey with EWC so far	
3 Have you used the ideas from EWC in your classroom with babies/children? If so how?  If not, why not?	<i>Probe for specific book &amp; card – or describe the activity, when in your daily schedule</i>
4. How have your babies/children responded to the activities/ way of working?	<i>Have you noticed any changes in them as a result</i>
5. Have you adapted your activities based on the EWC workshops?	<i>Details of how</i>
6. Have you adapted EWC ideas to suit your context? Please explain?	
7. Which of the EWC materials do you use most/least, could do without?	<i>List materials</i>
8. Can you explain how FCW support you in implementing EWC?	
9. Is there anything that would assist you in implementing EWC? Please explain	

### 3. Questions for EWC team reflection meeting

#### A. EWC AS IT IS NOW

##### IMPLEMENTATION QUESTIONS

*Considering your field experience and initial survey results:*

1) What is working well and what could be improved/further developed with respect to:

- programme materials
- training (the length and focus of TOT as well as the ten session model of training)
- use of the Wordworks App in delivering Every Word Counts content
- different programme delivery contexts (including type of implementer – teacher, HV, health worker, Community development worker, CWP)

2) Are there any elements that should be dropped?

What won't we let go of, what level of direct engagement do we want to have?

3) In relation to partnerships, what is working well and what could be improved with respect to

- Identification of partners – who should be taken on? Current requirements and when do you feel that your support and input is a good investment? Or not?
- Reporting to WW for your monitoring purposes
- Support systems for partners by WW
- Ways of growing the EWC Community of Practice

4) EWC is a flexible programme. We see a continuum of use from EWC as staff development and resource material to EWC as a systematic programme.

As EWC spreads more widely what level of direct engagement would WW require of partners? (Think about this also in relation to questions in section B)

Is there a core of partners who are important to keep close for purposes of testing outcomes?

5) More systematic study of implementation and outcomes ( Providing evidence)

Is EWC ready for evaluation? (Plausible ToC, good implementation monitoring)

Would there be any advantages or disadvantages?

## B. EWC GOING FORWARD

- 1) Where does EWC fit within WW strategy and goals?
- 2) How does EWC relate to the HSPP and Little Stars – is it complementary or a duplication?
- 3) Does the development of Little Starts remove the need to adapt EWC for a classroom context or is there room for both?

If you do further develop EWC with a centre based focus how would you need to adapt materials?

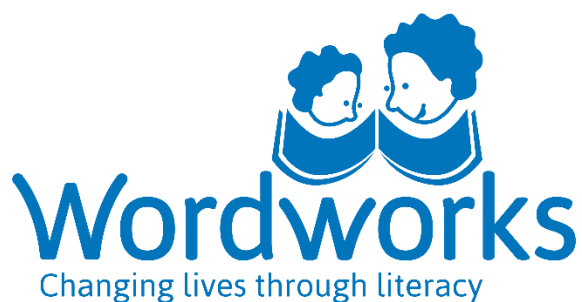
Is EWC sufficiently aligned with NCF and CAPS?

Should it be part of NQF training (would need alignment) or remain an enrichment, CPD component?

Any examples of how it is being used now that would help answer these questions?

- 4) How does EWC interface with work being done by other organisations which has a similar focus? Which are these? Is there complementarity or are different approaches confusing for practitioners?
- 5) In light of the broader policy movements like the first 1000 days in W Cape, Nurturing Care Framework and NIECD policy requirements for health workers to promote early development should EWC be promoted as supporting responsive parenting, early stimulation and language development? How? Should this involve active marketing and engagement for scale up?

ANY OTHER ISSUES FOR DISCUSSION



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