



TIME (Together in My Education)
At home programme for Grade R and Grade 1
June 2021

INTRODUCTION

Before reporting on activities and findings of the last reporting period, it is useful to remind ourselves of the structure of the TIME project which has been set up to test the potential of implementation of an @ home programme at scale (funds for resources permitting @ R50 per learner per year). The intervention is based around a core offering – the standard and universal provision of materials to participating homes, and of cell phone messages to participating teachers. In addition, the project invites and supports additional mediation from districts, schools, teachers and community. This can be better understood as follows:

AT TIME'S CORE: PROGRAMME MATERIALS AND MESSAGES

High quality, multi-lingual, hard copy, maths and language, at-home activity packs are disseminated by Districts to Grade R and Grade 1 **teachers** at TIME schools. They are asked

- to send the **materials home** with learners with encouragement to do the activities with a parent or caregiver.
- to sign up to receive **weekly broadcast programme support messages** to their cell phones, data free.

ADDITIONAL MEDIATION THAT DISTRICTS CAN PROVIDE

- Encourage and resource schools to **sign up** for TIME
- Encourage school management to **endorse** the programme with teachers and parents
- Encourage **teachers to mediate** the programme and encourage parent participation.

ADDITIONAL MEDIATION THAT SCHOOLS/ TEACHERS CAN PROVIDE

- Display **keen interest** in programme progress with learners and parents
- Forward the programme support messages to **parent cell phone group**
- Share programme support messages to parents in **written notices** sent home
- Run **parent meetings/workshops** to encourage at-home learning
- Engage **individual parents** to discuss the importance of using the programme at home
- **Encourage, engage and share parent** anecdotes, videos, successes and challenges

ADDITIONAL MEDIATION THAT COMMUNITIES CAN PROVIDE

- Organisations affiliated with TIME schools e.g. Shine Literacy, Principal's Academy, Wordworks, support and encourage teachers to mediate the programme to parents
- Organisations using TIME materials in community centres, e.g. YeBo @home project, The Breede Centre and Project Playground work directly with learners to give them facilitated access to the materials with attention they may not receive at home.
- Organisations using TIME materials in home visits, e.g. Foundation for Community Work engages directly with caregivers to build confidence in using the materials at home.

ACTIVITY REPORT

1. PROGRAMME MATERIALS AND MESSAGES

1.1 Term 2 Activity Pack – development

The TIME Term 2 materials follow the format of Term 1 materials and provide

- **9 weekly activity cycles**, each based on a new story
- A weekly learning routine: 5 twenty–thirty minute activities
- Activities develop language, mathematics and life skills
- Promote engagement, games, physical play, contextual learning, creative expression
- Guidance provided to caregivers
- Star chart activity record goes back to class teacher
- Packs in Afrikaans, English and isiXhosa



1.2 Term 2 Activity Pack – dissemination

Thanks largely to the sign up by the YeBo @Home project, the number of TIME packs distributed to Western Cape schools increased in Term Two from a total of 40 248 to **47 682 printed packs**.



Materials are packed up and delivered in language/grade batches as requested by the schools. The majority of packs were delivered via District Offices to schools although 57 schools chose to collect directly from the Wordworks office in Heathfield, and a smaller number were delivered via Shine Literacy. Included in the totals reflected in the table below, the YeBo @home project collected a total of 8000 packs for use in their community work.

DISTRICT	DATE DELIVERY/ COLLECTION	TOTAL PACKS GRADE R	TOTAL PACKS GRADE 1	TOTAL NO BENEFICIARY SCHOOLS
Metro South	18 May 2021	4769	8498	67
Metro Central	19 May 2021	3353	4613	49
Metro North	19 May 2021	2686	4031	25
Metro East	19 May 2021	1668	2357	17
Cape Winelands	24 May 2021	1566	9768	15
West Coast	21 May 2021	965	1728	16
ECK	21 May 2021	583	493	24
Overberg	21 May 2021	201	403	6
TOTAL		15791	31891	219

Belmor learners ready for action



Siyafuneka Grade R learners pose proudly with their materials



1.3 Activity Packs – online

Activity packs are also made available online as open source materials on the WCED learning portal as well as on the **TIME website**


<https://wwhomeliteracy.org.za/time/>

In the last 6 months, there have been **57 414** visits to the TIME page on our home learning website, with **22 380** visits to the TIME Activity Packs page - [TIME Activity Packs](#)



TIME ACTIVITY PACKS

ACTIVITY PACK TERM ONE



GRADE R – Click on your language below

[English Grade R Activity Pack](#)

[isiXhosa Grade R Activity Pack](#)

[Afrikaans Grade R Activity Pack](#)


GRADE 1 – Click on your language below

[English Grade 1 Activity Pack](#)

[isiXhosa Grade 1 Activity Pack](#)

[Afrikaans Grade 1 Activity Pack](#)

ACTIVITY PACK TERM TWO



GRADE R – Click on your language below

[English Grade R Activity Pack](#)

[isiXhosa Grade R Activity Pack](#)

[Afrikaans Grade R Activity Pack](#)

GRADE 1 – Click on your language below

[English Grade 1 Activity Pack](#)

[isiXhosa Grade 1 Activity Pack](#)

[Afrikaans Grade 1 Activity Pack](#)

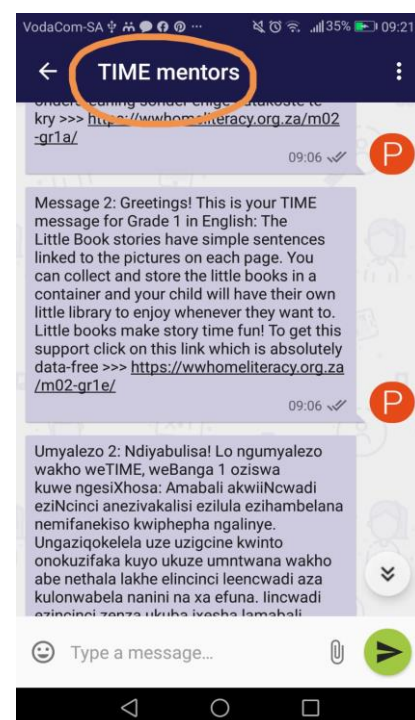
1.4 TIME Message – development

To date **13 weekly messages** have been developed to support the TIME programme in each Grade. Ten have been disseminated and another three are lined up to go out to teachers each week until the end of Term Two. They are designed to be supportive and explanatory and are produced in Afrikaans, English and isiXhosa, in text and audio, sometimes supported by video.

1.5 TIME Message – cell phone dissemination

By the end of Term One, broadcast messages were being sent to **1182 teachers, advisors and partners** that had signed up for the Project. Because we are using the less familiar Moya message platform (due to their offer of a data-free service) there have been challenges with teachers reluctant to download the App, with our data showing that only 29% of our target recipients are now registered and receiving TIME support messages on Moya (this is up from 20% in Term One).

Partner organisations have been reaching out to schools to encourage teachers to sign up to the messenger service and to build parent groups to take advantage of the data free service. Since 11 May Wordworks has run **seven online sessions for 80 teachers, officials and partners**, and will continue to do this on a regular basis. At these sessions Wordworks has helped participants to install the Moya App and register to receive TIME messages and dealt with frequently asked questions about the messaging system. A handy brochure was also included in the delivery of Term 2 TIME materials to schools and organisations. In addition, Shine Literacy has produced a great 3-minute video to help programme roleplayers to download and use the Moya App. This can be accessed here [Join Time | Wordworks](#) and here www.shineliteracy.org.za.



1.6 TIME Messages – online

All messages are also made available on the TIME data free website [Time Support Messages](#). There have been **3 589 visits** to the Time Support Messages page in the last 6 months.

2. DISTRICT INVOLVEMENT

The project team has been working hard to reach out to District officials in order that they understand the TIME programme and are in a better position to mediate its uptake in schools. The two main methods of project engagement have been WhatsApp and Information Sessions.

2.1 District WhatsApp support groups

All information sent to teachers are also shared on the District WhatsApp groups to inform them of what TIME information goes out and what support is being provided to teachers. It is also a platform for Wordworks to engage with districts regarding materials dissemination. Advisors are encouraged to use this platform to ask questions pertaining to TIME.

2.2 District Information Sessions – Roadshow

Six of the eight Districts took up the offer for Wordworks to conduct TIME information sessions online via MS teams. The purpose was to:

- Provide FP advisors, LSAs and teachers with an overview of TIME
- Explain that TIME materials are for parents to support their child's learning in the home
- Unpack the TIME parent poster and the 5 activities for each week
- Explain the core TIME messaging platform
- Engage with the data free @homelearning website with a focus on the TIME programme

3. SCHOOLS AND TEACHER INVOLVEMENT

In the Wordworks office, we are in the fortunate position of receiving messages that give us insight into the good work done by many teachers to mediate the TIME programme to the parents/ caregivers and to support its uptake into homes. Here are some field stories that illustrate the **commitment of teachers** to making the programme a success

Teachers emphasise that the TIME programme is endorsed and valued by the WCED.

Here a teacher at Van Cutsem Primary underlines the importance of the programme

[Van Cutsem Primary](#)

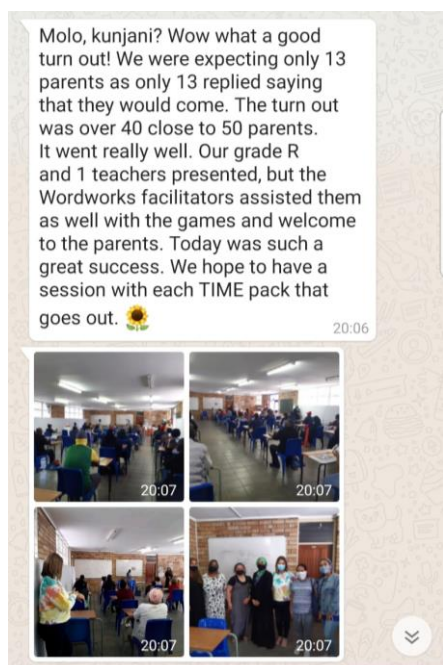
Here the Principal at Berea Primary, Overberg promotes TIME with learners and sends his thanks to parents.

[Berea Primary](#)

Teachers mediate the materials in class before sending them home

Many schools allow children to unpack the resources at school with the guidance of the teacher. Teachers then talk through what must be done at home. The resources are then repacked. Some teachers split the packs into weekly packs and send home work only for one week in a bid to not overwhelm the parents. The teachers at Kleinberg Primary did a lesson with the children on how to fold/make the dice and how to fold/make the little books. Teachers begin the discussion on the week's story in class and then tell children to take them home and talk to mum/dad about what they have done at school with the parents encouraged to continue from there. They have also made an additional copy of the star record sheet and first thing in the morning children are given an opportunity to share what they have worked on at home and colour in the appropriate star.

Teachers run parent meetings/ workshops to encourage at-home learning



Parents themselves collect the materials – at Siyafuneka Primary (top right) and Entshona (bottom right)

Teachers require parents to send back the Activity Record

Here is an activity record completed by a satisfied parent and proud child at Willows Primary School.

Activity Record

Dear Teacher

Here is a record of our learning together. We would like to let you know that: we really enjoy doing work at home together. The activities and projects really help to make the work understandable for both parent and learner.

From: Juanita Mawen-Mhango (Parents and caregivers, please talk with your child and write your feedback above.)

Day	1 Story time	2 Drawing and writing	3 Looking and listening	4 Games	5 Shapes, letters and numbers
Week 1	★	★	★	★	★
Week 2	★	★	★	★	★
Week 3	★	★	★	★	★
Week 4	★	★	★	★	★
Week 5	★	★	★	★	★
Week 6	★	★	★	★	★

Teachers reassure and support anxious parents

Kerria Primary teachers report that parents contact the teacher to apologise for not being able to do all the activities allocated for that week (due to working late or other responsibilities) and promise to catch up over the weekend. The teachers always assure the parents that they must just do as much as they can, when they can. Teachers remind parents that it must be a valuable, fun bonding time with their child.

4. COMMUNITY AND CIVIL SOCIETY INVOLVEMENT

Wordworks has set up three WhatsApp chat groups with TIME partner organisations to facilitate the sharing of best practices, challenges and solutions in their work with TIME. The different groups focus on the following different forms of programme mediation. While still in their early stages, we hope that these will become valuable communities of practice. We have also engaged with a few organisations through two interviews and a focus group discussion. Organisations have found it useful to hear how others are using and mediating the materials.

4.1 Organisations support, encourage and mentor teachers

- **Wordworks** has set up mentor groups for each of the 160 TIME schools that it supports. These are facilitated by ten mentors. Each school group includes the Gr R and Gr 1 teachers, the Foundation Phase Department Head as well as the Learning Support Teacher. The mentors make contact with the teachers at schools via WhatsApp, telephonic conversions and on rare occasions visits to the school. Initially the contact with schools/teachers took the form of setting systems in place and logistics. Mentoring has now progressed to mentors engaging in encouraging and inspirational conversations with the teachers. Teachers have been sharing photographs and video footage of parents/caregivers engaging with their children and the material. Mentors in turn provide feedback in the form of acknowledgement of the super effort and work being done in homes and also provide guidance pertaining to areas we notice need support.
- **Shine Literacy** runs literacy centres at specific schools. Shine Centre Managers are supported by their programmes and training managers to support teachers to make sure the TIME materials are distributed and used effectively.
- **The Principal's Academy** Teacher Specialist Support Programme is carried out by retired Foundation Phase teachers. They provide mentoring support to the Foundation Phase teachers in the schools where the PA works. They support teachers to run parent workshops and help keep parents on track with weekly TIME activities.

- **The Bitou 10 Foundation** works in the Plettenberg Bay area. They work directly with teachers to help them support parents to use the TIME programme. They have one staff member who directly engages with the Foundation Phase teachers at the four schools who have been supplied with the materials. They have started parent training sessions.

4.2 Organisations work directly with learners

- **The YeBo @ home project** also submits a weekly report to the WCED, and so we will rely on them to share their experience of interns mediating the TIME programme directly to learners and also to homes.
- **Capespan** incorporates TIME into their Storybox sessions as an intervention at The Valley Primary, a farm school. The volunteers send the activities home with the children to practise and consolidate at home.
- **Project Playground** has included TIME in their after school educational programme in Langa.
- **The Breede Centre** uses the TIME materials with the Grade R's who come to their after school programme in McGregor.



4.3 Organisations work directly with homes

An organisation that works directly with homes is the **Foundation for Community Work**. They have provided the TIME materials to their home visitors to use as part of their outreach programme.

5. WHAT CAN WE SAY ABOUT LEARNING IN HOMES?

We are not yet in a position to provide scientific evidence of the levels of programme take-up in homes, nor the impact on child learning and development. Over the past four months, we have, however, been privy to a large number of encouraging reports from parents and caregivers across the province, shared with us by teachers and organisations. Here we share a few samples which show us that lots of learning is happening!

Learning with the whole family

Look how mommy, granny and siblings get involved in sounding out! [Kerria Primary](#)

Active learning

Here is a child from Intshayeleso Primary school hopping while counting downwards from ten in isiXhosa. [Countdown Hopscotch](#)

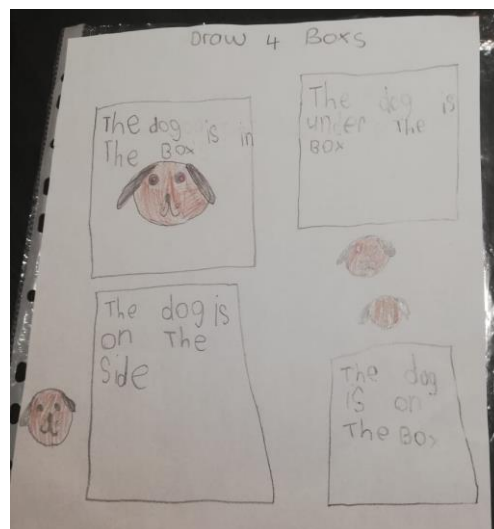
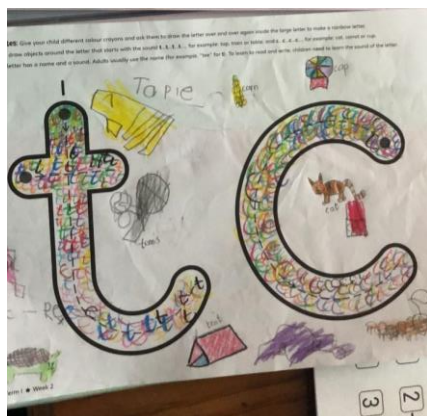
Shop shop in Ocean View, with active involvement by Mom as they count the change! [Shop Shop](#)

Meaningful and supportive interaction - so important to young children's learning

- This mom and daughter from Kerria engage robustly in discussion. Apparently the child tells her friends to go home at 5 every day because it's time for her to learn with her mommy! [Kerria](#)
- This father and son from Ebenhaeser chat about animals and their houses. Mommy (on camera) gives praise where praise is due! [Ebenhaeser](#)
- Lots to learn about counting and sounding. It's not always perfectly done but this proud mom encourages her son. Sid G Rule. [Board Games](#)
- Parent at Kerria Primary in Atlantis helps her child with addition - lovely finger work! [Scaffolding](#)

Emergent writing and reading

Meaningful emergent writing and letter formation from Sid G Rule



Reading a little book - mom is really pleased! [Little Book](#)

Parents diligently following programme instructions and preparing for their role at home

A parent from [Eldene Primary](#) taking the programme very seriously - he has definitely impressed his child!

Learning at home can be done anywhere!

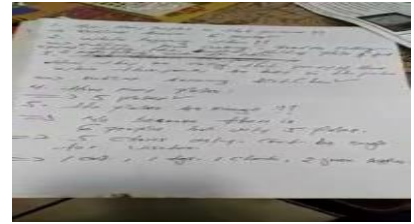
On the bed... Mooi Uitsig



In the kitchen...



On the fridge



[Watch](#)

**Under canvas... Vergenoegd
Primary**



**Learning
can**

On the floor



In the yard...



[Watch](#)

...even on a table!



**happen
anywhere!**

6. REPORT ON MONITORING, EVALUATION AND LEARNING

6.1 An exploratory field study

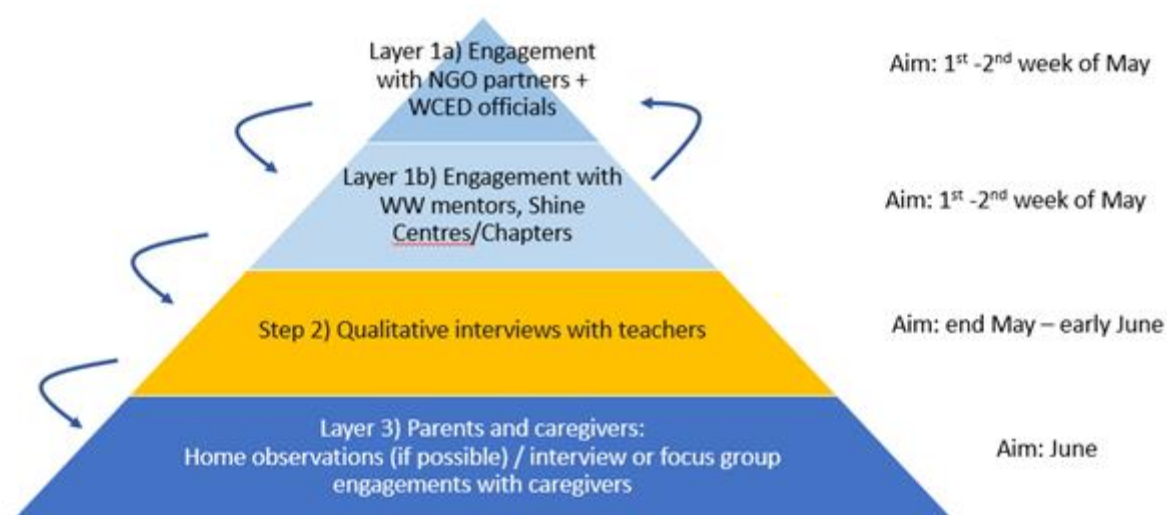
We decided to embark on a comprehensive exploratory Field Study which would look into three MEL components: and would also inform next steps.

1. **Process monitoring**, which will take place mostly through the use of secondary data as well as teacher feedback surveys, in line with what was done with the pilot project in 2020.
2. **Collaboration monitoring** that investigates the smoothness of the interactions between the different stakeholders involved in the TIME programme, i.e. at NGO level, WCED level and school / home level.
3. **Exploratory outcome** harvesting approach

In addition to these, we are looking into the possibility of evaluating the impact of the TIME activities on the children's learning outcomes. This will require some comprehensive planning and support from WCED.

6.2 Field Study design

The TIME field study was designed as a series of semi-structured conversations (interviews and focus group discussions) with the purpose of exploring how different stakeholders have been responding to the TIME offerings on the ground. The intention of the exploratory study was to collect themes in preparation for a teacher survey to be administered later in Term 2. The approach chosen was a cascading approach whereby the engagement starts with NGO partners and WCED officials, followed by interviews of teachers, and finally engagements with parents or caregivers, as represented in the diagram below.



The data collection process was driven by Magali von Blottnitz (Volunteer Expert Advisor) and Isabella Hugow (M&E Officer, Wordworks), with the support of a team of field workers (mostly from Wordworks).

The table below summarises the **data collection tools** developed and used for the field study:

District officials	NGO staff	Teachers	Parents
Interview questionnaire for 1-on-1 interview	Interview questionnaire for NGO managers	Interview questionnaire for the 'typical' teacher (English, Afrikaans, isiXhosa)	Draft interview questionnaire for parents (to be refined)
Framework for focus group discussion	Framework for focus group discussion with NGO officers	Interview guide for teacher with low engagement	-

Additional internal tools were developed to ensure that the individuals interviewed would cover a diversity of scenarios and to enable the analysis of data collected.

6.3 Progress to date

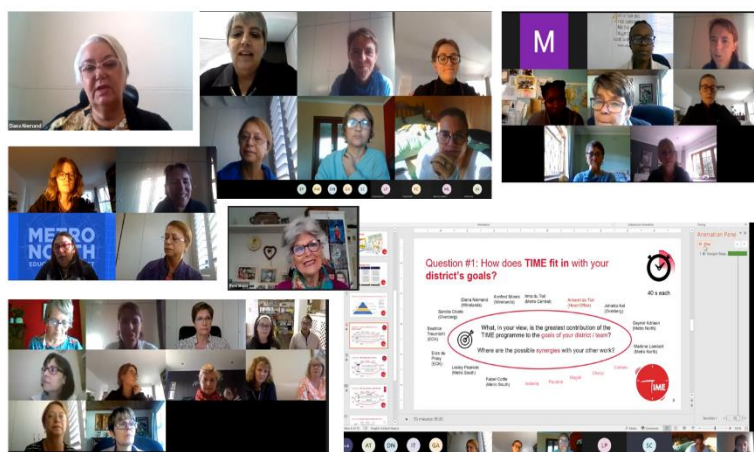
Conversations held with NGOs and WCED

The table below summarises the engagements developed and used for the field study:

District officials	NGO staff
<ul style="list-style-type: none"> 3 one-on-one interviews (3 officials) 1 small group interview (3 officials) 1 written submission (1 official) 1 focus group discussion (10 district officials + Almarek du Toit from Head Office) 	<ul style="list-style-type: none"> 2 individual interviews (2 NGO senior staff) 3 focus group discussions <ul style="list-style-type: none"> 14 staff from various NGOs 12 Wordworks mentors 7 Shine staff
Total: 17 WCED officials (all 8 districts)	Total: 35 staff members from 9 NGOs

Generally, these conversations have elicited very positive feedback about the quality of the materials. In some cases they highlighted a need to strengthen engagement with some stakeholders who, up to now, have only had limited exposure to the TIME programme. The interviews also enabled a better understanding of some of the practical challenges which are being faced in the implementation of the programme and to identify opportunities for more focused support.

Screenshot evidence of conversations held – Layer 1 of the MEL field study



Teacher interviews

The team of field workers are currently in the advanced stages of interviewing teachers from various schools where TIME is implemented. This includes Grade R and Grade 1 teachers, HODs, Learning Support Teachers, from various districts and LOLTs. Most teacher interviews happen online and are recorded.

The interviews are proving to be very insightful in confirming the value of the TIME resources for teachers, and revealing some of the practical challenges that teachers have to deal with to implement the programme. A more comprehensive analysis of the feedback received will be presented in a subsequent report.

Planning of “Layer 3” (Engagements with caregivers)

We are in the early stage of planning for engagements with caregivers. After initially envisaging home visits, various practicalities including Covid constraints caused us to choose to rather meet parents and caregivers at the schools. We are hoping to lead these engagements in the course of August 2021.