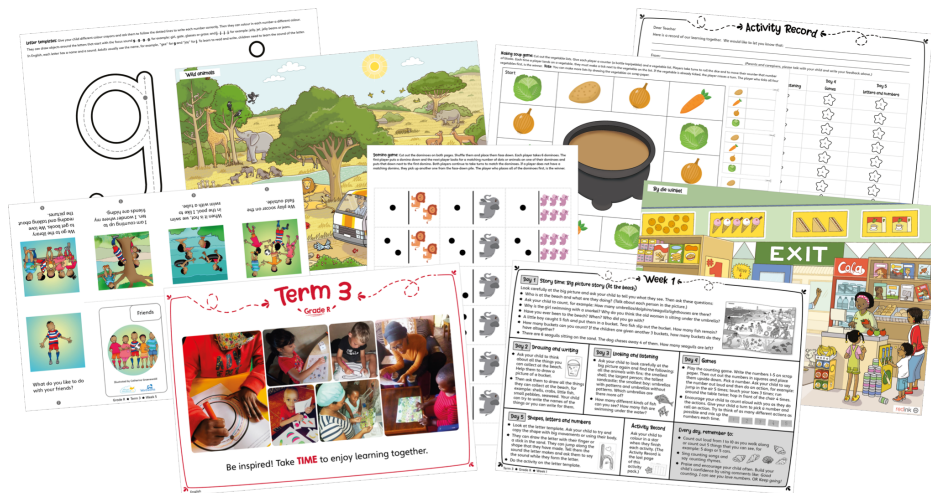


TIME (Together in My Education)
At home programme for Grade R and Grade 1
Report to the WCED @ Home meeting: 19 October 2021

1. TIME PROGRAMME MATERIALS

PRINT UPDATE

Since our last meeting, in addition to the packs delivered by Wordworks and through Districts, TIME packs for the 100 Schools Project have been printed and delivered by the WCED to these schools. In total we estimate that **close to 50 000 packs** are now in homes.



ONLINE UPDATE

Our online report, shows that **online usage has increased** in the second half of the year

	Jan - June 2021 (6 months)	July - Sept 2021 (3 months)	Total to date 2021
TIME page	72 323	63 109	135 432
TIME Activity Packs page	31 817	21 127	52 944
TIME Support Messages page	5 153	6 991	12 144

2. COMMUNITY AND CIVIL SOCIETY INVOLVEMENT

The last report focussed on the work being done by the following **TWELVE organisations** which continue their vital support for TIME in the Western Cape.

1. **Wordworks**
2. **Shine Literacy**
3. **The Principal's Academy**
4. **@HomeLearning Year Beyond West Coast/ Winelands**
5. **The Bitou 10 Foundation**
6. **Capespan**
7. **Project Playground**
8. **The Breede Centre**
9. **Mosaic Community Developments**
10. **The Foundation for Community Work**
11. **The Darling Outreach Foundation**
12. **The Knysna Education Trust**

3. WHAT ARE TEACHERS AND PARENTS SAYING?

TEACHER FEEDBACK

After the teacher interviews conducted before the mid-year vacation, we have used Term 3 to design and administer a **teacher survey** to verify findings across a broader sample. Appreciation to the WCED for sending out a supportive memo. We have received 390 responses to the survey, which gives a response rate of (28%). **We are currently busy with the analysis of the responses.**

PARENT AND CAREGIVER FEEDBACK

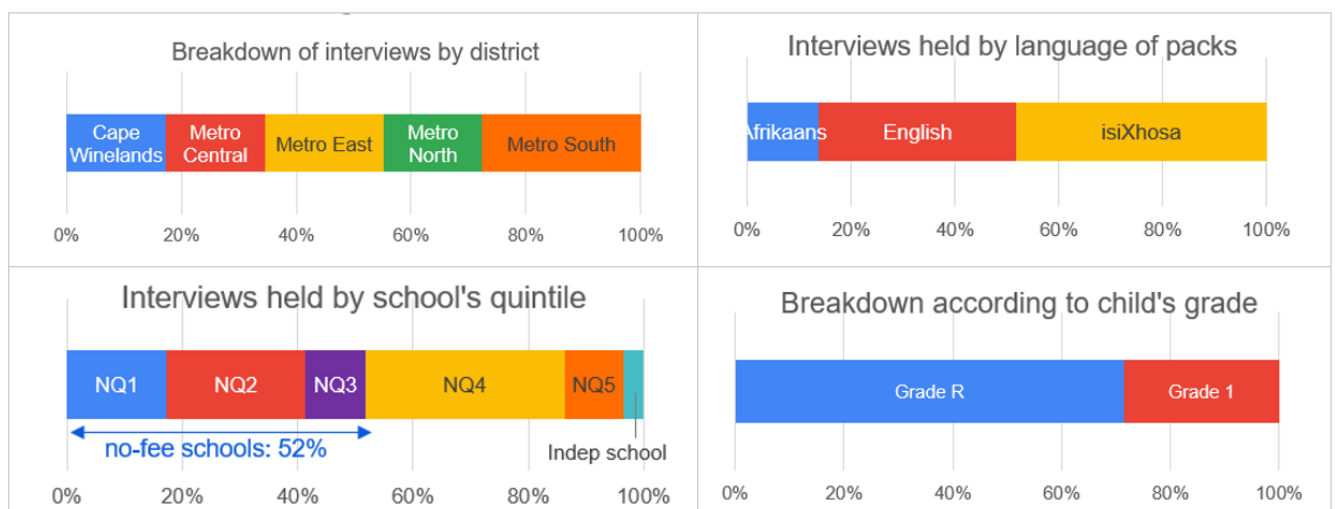
After the teacher interviews, we embarked on **interviews and focus group sessions** with parents and other caregivers to learn more about their experience with the TIME programme. The engagements happened face to face (mask to mask) at the schools, which forced us to limit the scope to the Cape Metro districts as well as a few engagements in the Cape Winelands.

Between the end of June and 1 September, **29 semi-structured conversations with caregivers** of Grade R and Grade 1 children took place in Term 2 and 3, led by field workers from Wordworks and Principals' Academy - **capturing the experiences of 47 caregivers.**

We note the inherent bias of the sample as participants selected by the teacher were likely to be chosen on the basis of their higher-than-average involvement.



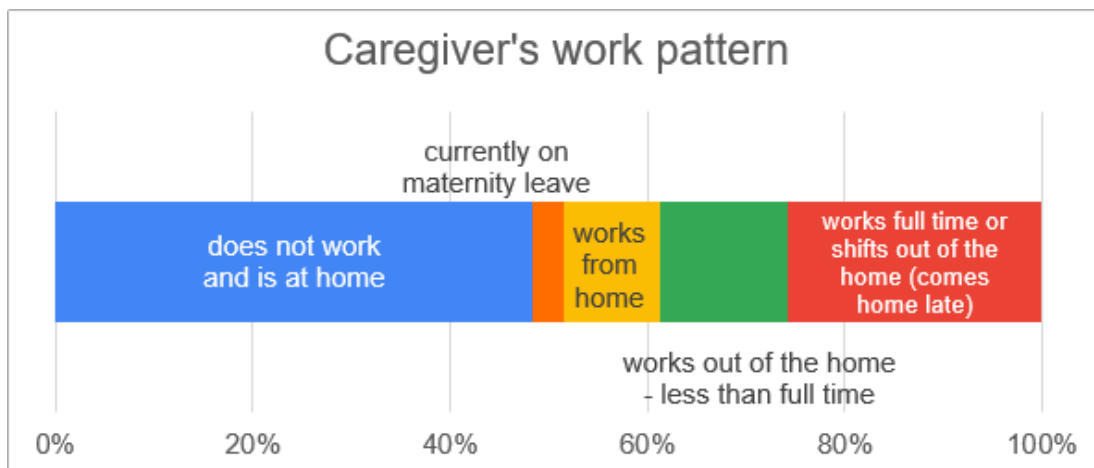
The graphs below show that the field team was able to reach a **good spread in terms of districts, quintiles and language**. The majority of caregivers interviewed had their child in Grade R.



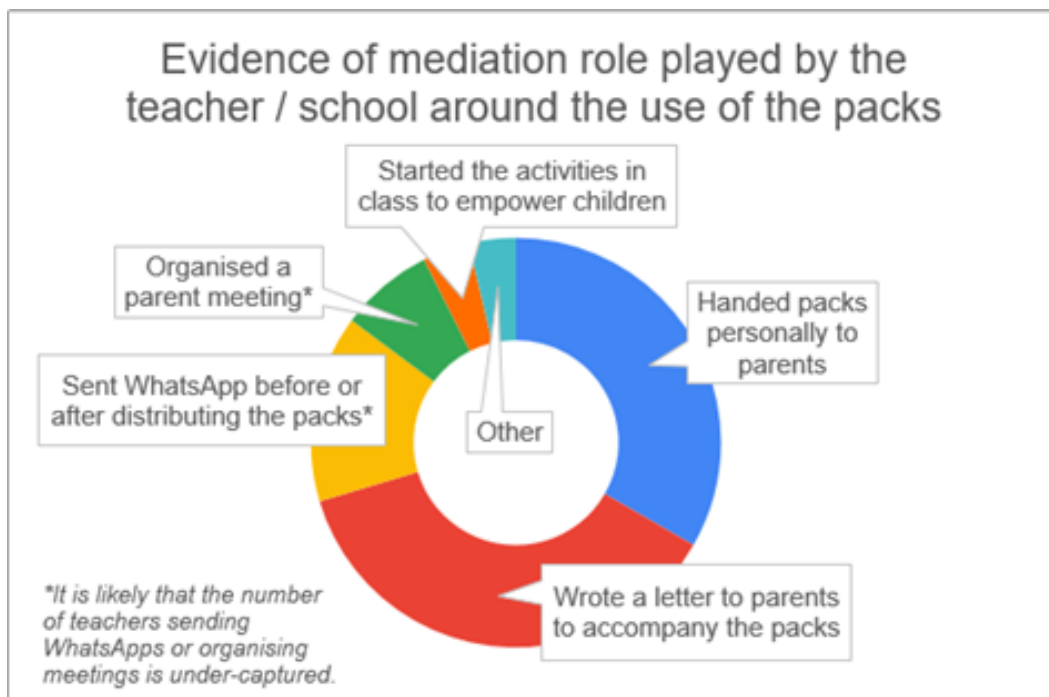
The interviews revealed the following SIX take-outs:

1. Parents have found ways to make TIME work for their context.

While the majority of caregivers interviewed were unemployed, a quarter were in full time employment, often with long working hours, yet the majority of them were able to implement a routine to engage regularly with their child on TIME

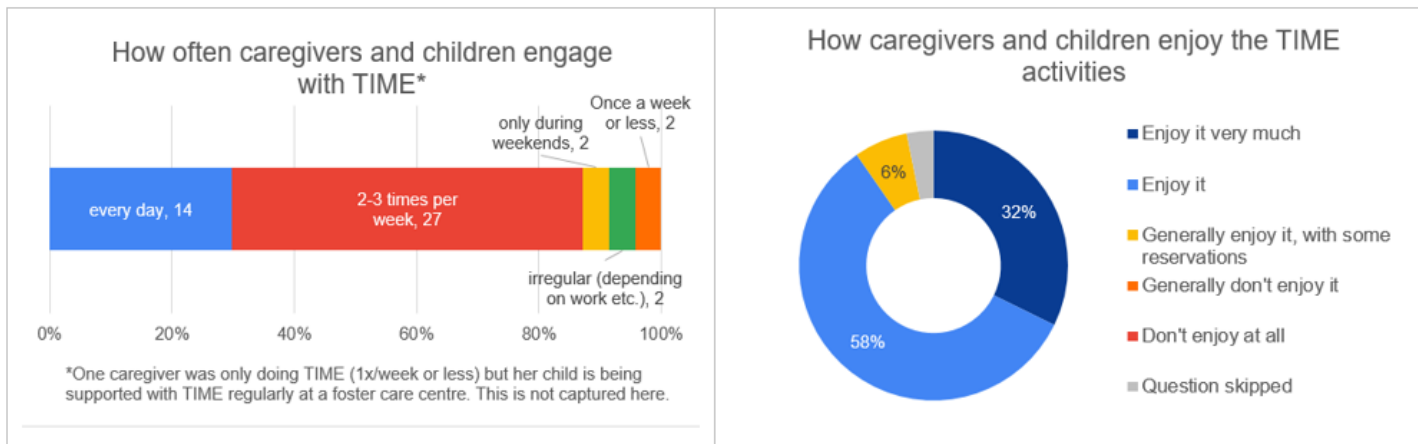


2. The teachers' strategies to onboard parents have been successful.

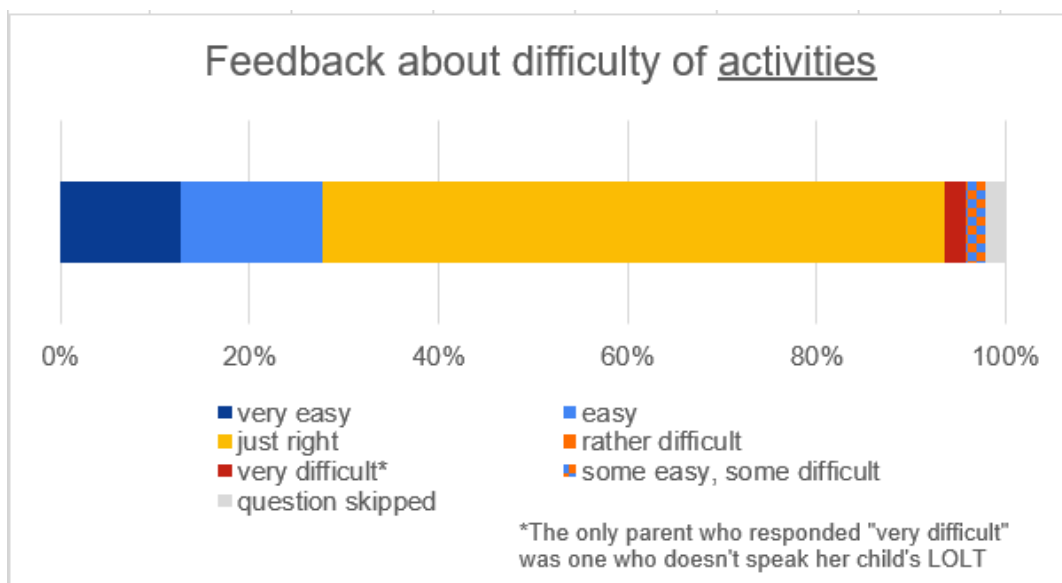


3. There is ample evidence of TIME being used on a daily or regular basis, to the great enjoyment of parents and children alike.

The TIME stories in particular are valued highly, as many families don't own many books and rely on stories which the child brings from school to be able to engage in storytelling.

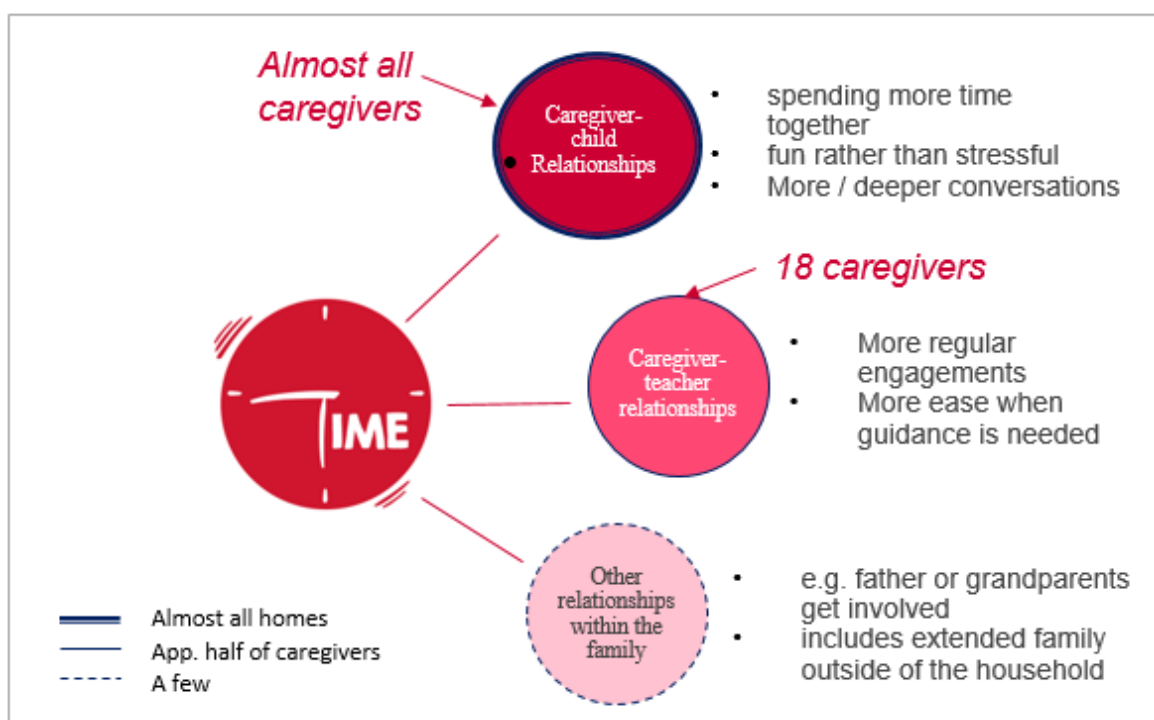


4. Generally caregivers find that the level of difficulty of activities is appropriate



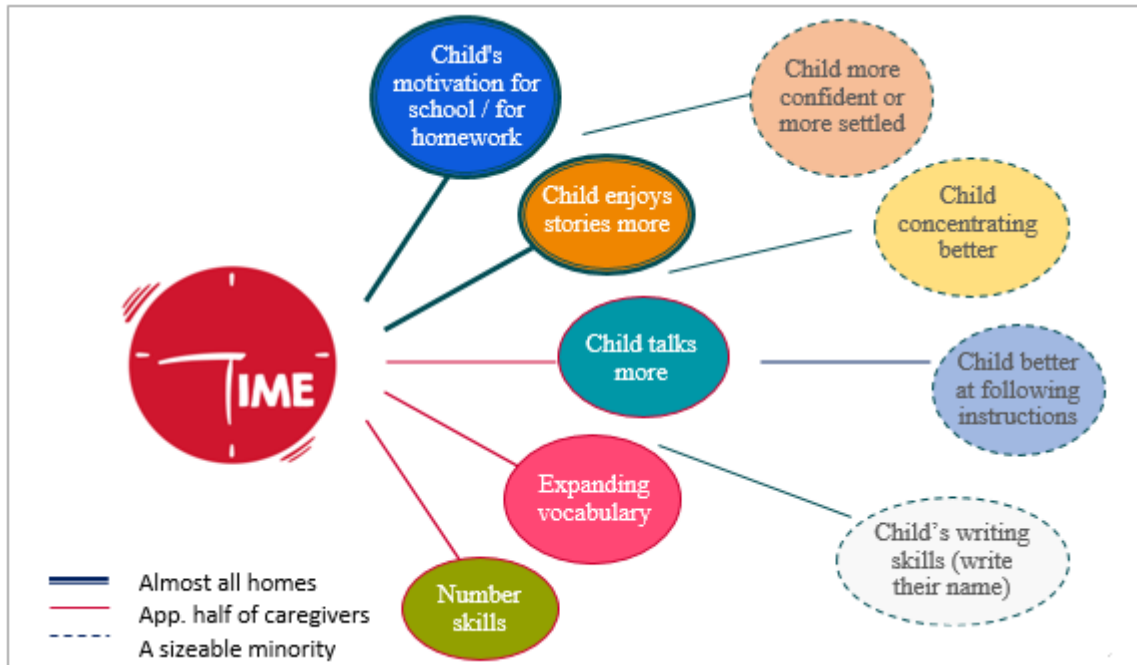
5. The interviews confirm that engaging in the TIME programme results in strengthened relationships.

A deeper **bond between caregiver and child** is a reliable strong outcome, and the strengthening of relationships between school (teachers) and caregivers is a frequent and meaningful outcome, although it did not always take place.



6. Many child-level outcomes have been reported – in terms of behavior (confidence, motivation), attitude (love of stories), skills (vocabulary, number skills).

The methodology could not enable attribution of these outcomes to the TIME programme.



To verify these findings across a broader sample, a survey of parents and caregivers is currently in the final stages of being designed, and will be administered later this month.

VIDEOS OF TIME AT HOME

- [St Mary's](#) - Bianca discussing at the beach poster with her Mom
- [St Michael's Primary](#) Practising counting while baby brother demands ice cream from the poster!
- [Grade R Lucas Bagley doing card game with his mom](#) Lots of affirmation and lessons in fair play

PHOTOGRAPHS OF TIME AT HOME

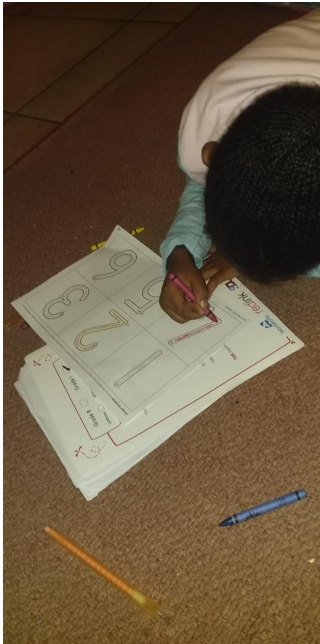
Repeating patterns



Practising letter formation



Practising number formation



My Little Book



Time with Dad



Made my own dice

