

# Kouga ECD Project

## *Impact Report*



Date: 28 March 2025

*Four Year **Impact Report** on the Kouga ECD Project.*

*This report provides details of all the ECD centres that have been part of the Kouga ECD Project over the last four years.*

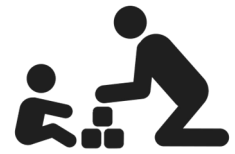


**Africa A+  
Schools**  
Engaging Curious Minds  
South Africa



**kouga wind farm**  
COMMUNITY DEVELOPMENT TRUST

# The Kouga ECD Project



## Overview of the Project

The Kouga ECD Project is managed and led by the Centre for Early Childhood Development (CECD), and is implemented by CECD in partnership with Africa A+, in marginalised communities within the Kouga Local Municipality of the Eastern Cape. The aim of the project is to increase young children's access to quality early childhood development (ECD) services in their communities; to make it possible for children to grow and develop to their full potential, thereby reducing inequality.

With the support of the Kouga Wind Farm Community Development Trust, we have worked with a total of 43 ECD centres over the four (4) years, with three (3) distinct cohorts of ECD centres. There are currently 42 ECD centres on the project. The ECD centres on the project are from within the Kouga Local Municipality, including greater Humansdorp, St Francis, Sea Vista and Oyster Bay. We launched this project in August 2020. Year 4 of the project came to an end on 31 July 2024.

The following are the project activities:

- **ECD teacher training and support:** training and support in how to provide the children with a quality early education, no matter the context in which the ECD centre finds itself.
- **Leadership and management training and support:** ensuring that the principals and governing body members have the skills and knowledge to effectively and efficiently manage an ECD centre.
- **Develop and train a team of local ECD facilitators** that support the ECD centres in implementing what they have learnt.
- **Registration, compliance and support:** assist the ECD centres to be compliant and able to register with the Department of Basic Education (previously the Department of Social Development).
- **First aid training**
- **Education equipment:** provide education resources, equipment and material to the ECD centres. The teachers will receive training on how to use this equipment and how to make education resources from recycled materials.
- **Infrastructure upgrades:** to ensure that ECD centres provide a safe, secure and healthy environment for children.

As part of this project, we conducted monitoring and evaluation activities throughout the four years; conducting baseline and follow-up assessments of the beneficiary ECD centres and staff members involved in the programme activities.

This report provides the data and results found for various project elements, and provides additional information on various project activities. The report starts with exploring the impact of the professional development training for the ECD centres and teaching staff, provided by Africa A+, and moves on to exploring the impact of the professional development training on leadership and management for the ECD principals, provided by CECD.



# Professional Development Training for ECD teachers,

Provided by Africa A+



In Year 4, a total of **19 teacher training workshops** were facilitated with the ECD centres on the project.

ECD teacher training and support was specifically provided by Africa A+ Schools. This included training and support for teachers on how to provide the children in their playrooms with a quality early education, no matter the context in which the ECD centre finds itself.

The teaching staff at the ECD centres in all three cohorts were assessed before the professional development training activities began, and then again at the end of each year's activities. A total of 16 indicators were assessed, which were as follows:

Visual Arts	Curriculum (Planning)
Performing Arts	Enriched Assessment
Literary Arts	Infrastructure (The ECD Environment)
Valuing Children's Creativity	Infrastructure (Daily Programme)
Experiential Learning (Concrete Objects)	Infrastructure (Learning Materials)
Experiential Learning (Open-Ended Materials)	Infrastructure (Learning Activities)
Experiential Learning (Open-Ended Questioning)	Climate (ECD Environment)
Curriculum (Documents)	Climate (Children)

The performance of each ECD centre was assessed over the course of the four years, for all three cohorts from the year they joined the programme. This performance is presented as percentage points, based on a Likert scale of performance.

**Table I. Average performance of all ECD centres across the 16 indicators.**

	Baseline	Year 1	Year 2	Year 3	Year 4	Baseline to year 4 change
Climate (Children)	51,8	58,6	54,5	71,5	69,6	17,8
Valuing Children's Creativity	7,7	12,8	23,9	35,9	30,3	22,6
Infrastructure (The ECD Environment)	38,4	51,2	50,0	60,1	67,6	29,2
Curriculum (Documents)	2,4	21,3	22,8	33,3	32,3	29,9
Experiential Learning (Open-Ended Questioning)	7,1	29,5	27,8	38,6	40,4	33,2
Enriched Assessment	11,9	30,7	32,3	42,4	46,4	34,5
Curriculum (Planning)	16,7	41,0	38,1	52,9	51,5	34,8
Climate (ECD Environment)	30,7	47,4	49,0	58,1	65,6	34,9
Experiential Learning (Open-Ended Materials)	4,8	16,7	26,4	39,5	44,4	39,4
Visual Arts	11,9	28,2	36,1	49,6	52,5	40,6
Infrastructure (Daily Programme)	14,3	44,8	48,0	51,2	61,6	47,3
Experiential Learning (Concrete Objects)	4,8	21,8	41,9	48,7	54,5	49,3
Literary Arts	7,1	30,7	40,9	49,6	58,5	51,4
Infrastructure (Learning Materials)	30,9	55,1	84,2	78,7	82,7	51,2
Infrastructure (Learning Activities)	11,9	32,0	43,5	59,8	69,6	57,3
Performing Arts	4,8	22,6	42,8	75,1	87,8	83,3
Average	14,7	34,1	41,6	52,3	57,2	42,1

An incredible average increase of 42 percentage points!

Table 1. shows the average increases in performance across the various indicators, with each indicator showing great improvement from Baseline to Year 4. All ECD centres assessed at baseline scored an average of 14,7% across the 16 indicators, whilst all ECD centres assessed at the end of Year 4 scored 57,2%.

Table 2. Average performance for all ECD centres at each time point, from their first assessment, to their last.

	Baseline	Year 1	Year 2	Year 3	Year 4	First assessment to last - change
Nkqubela Creche	n/a	n/a	n/a	46,6	45,8	-0,8
Siyaphula	n/a	n/a	n/a	18,7	18,7	0,0
Kokkewiet Learning Centre	n/a	62,4	43,7	74,9	68,7	6,2
Kate van der Merwe	49,5	37,5	n/a	64,5	56,2	6,7
Wielie Walie Educational Centre	n/a	72,8	81,2	64,4	81,2	8,3
Disney Centre	n/a	64,5	48,8	73,3	n/a	8,7
Siembamba Early Learning Centre	n/a	n/a	64,5	74,9	74,9	10,4
Twinkle	n/a	n/a	n/a	66,6	77,0	10,4
Precious Pride	n/a	n/a	n/a	68,7	79,1	10,4
Masikhule Pre-School	n/a	29,1	45,8	45,8	n/a	10,8
Duckling Daycare	n/a	n/a	n/a	54,1	68,7	14,6
Thina	n/a	n/a	n/a	16,7	33,3	16,7
MJA Daycare	n/a	39,5	35,4	55,5	60,4	20,8
Talhado Montessori Preschool	n/a	n/a	45,8	66,6	n/a	20,8
Kleine Engele Dagsorg	n/a	37,5	47,6	59,9	58,3	20,8
Mickey Mouse Daycare	n/a	31,2	39,5	40,0	n/a	22,6
Buzzzy Beeezzz	n/a	n/a	n/a	33,3	56,2	22,9
Grace Kids	n/a	52,0	62,2	70,8	74,9	22,9
Star kids	n/a	n/a	n/a	14,6	37,5	22,9
Arise and Shine	6,6	20,8	26,6	30,3	n/a	23,7
Dienkie Dot	n/a	n/a	50,0	74,9	n/a	25,0
Nolutho Day Care	6,2	8,3	35,4	29,1	31,2	25,0
Simanya Day care	8,3	n/a	6,2	28,9	33,3	25,1
Imizamo Yethu	n/a	n/a	n/a	0,0	27,1	27,1
Angels Day Care	n/a	41,6	54,1	77,0	70,8	29,1
Kiddies Clubhouse Creche	26,8	n/a	60,4	68,7	56,2	29,4
Emmanuel Day Care (baseline)	2,2	n/a	36,3	n/a	n/a	34,1
Kruisfontein Educare Creche	45,4	71,0	66,6	81,2	81,2	35,8
Faith in Action	n/a	25,0	37,5	54,1	62,4	37,5
Little Angels Daycare Centre	n/a	n/a	33,3	70,8	n/a	37,5
Noluthando Day Care	6,2	6,2	40,4	43,7	43,7	37,5
Rainbow Centre	n/a	40,0	68,8	74,9	79,1	39,1
Magaba Daycare	8,3	12,5	28,9	70,8	47,9	39,6
Kokkewiet Creche	20,6	33,3	35,7	58,3	60,4	39,7
Lelethu Ikhaya Day Care	12,4	25,0	48,8	53,3	n/a	40,9
Makhulus Daycare	n/a	2,1	10,4	46,6	43,7	41,6
Chioma Safehaven Daycare Centre	n/a	10,4	27,1	58,3	56,2	45,8
Eagles Accolade Academy	2,8	28,9	n/a	57,7	52,0	49,3
Pink Panther Projek	6,6	50,0	54,1	68,8	66,6	60,0
Jeugkamp Kiddies Junction (previously Busy Bees)	2,2	41,6	62,2	64,4	68,7	66,5
Haasbakkies	n/a	n/a	n/a	n/a	64,5	n/a
Average	14,6	35,1	44,7	54,4	57,4	26,1

\*n/a indicates that the centre was not assessed at this time point. This is usually because the centre had not joined the programme yet (for example, if they were in Cohort 2 or Cohort 3) but in some instances this is due to them not being available for an assessment during the assessment periods.

As seen in Table 2., 27 of the 29 ECD centres assessed (at more than one time point) have increased in their overall performance from the first assessment to their most recent follow-up assessment. This ranges from a modest 6,2% increase at Kokkewiet Learning Centre, to an incredible 66,5% at Jeugkamp Kiddies Junction. The average increase in performance is a significant 26,1 percentage points.



# Professional Development Training for ECD principals (and governing body members)

Provided by CECD



In Year 4, a total of **five (5) leadership and management training workshops** were facilitated with the ECD centres on the project, along with **two (2) first aid training workshops and extensive on-site support**.

ECD management training and support was specifically provided by CECD. This included training and support for principals and governing body members on how to effectively and efficiently run and manage an ECD programme.

The ECD centres in all three cohorts were assessed before the professional development training activities began, and then again at the end of each year's activities. Initially a total of 14 indicators which pertained to management outcomes were assessed. A further three indicators were added in Year 2 (Classroom Activities, Premises, and Facilities ). A final 17 indicators which pertained to management outcomes were assessed, which were as follows:

Partial Care Registration	Financial Administration & Management
NPO Registration	Parental Involvement
Registration: Other	Active Learning
Income & Funding (in addition to fees)	Health, Safety and Nutrition
Administration	Classroom Space
ECD Centre Documentation & Policies	Classroom Activities
Children's Records	Premises
Human Resource Management	Facilities
Governing Body Functioning	

The performance of each ECD centre is presented as percentage points, based on the percentage of indicators that each centre had in place for each focus area. Their overall average performance is presented here, for baseline and at each year end.

**Table 3. Average performance for all ECD centres across the 17 indicators.**

	Baseline	Year 1	Year 2	Year 3	Year 4	CHANGE
Classroom Activities	n/a	n/a	83,7%	85,0%	84,3%	0,6%
Facilities	n/a	n/a	71,0%	76,6%	75,3%	4,3%
Governing Body Information	45,0%	75,4%	70,0%	60,6%	51,4%	6,4%
Classroom Space	66,7%	64,1%	58,3%	65,7%	73,8%	7,1%
Premises	n/a	n/a	29,7%	38,8%	38,4%	8,4%
NPO Registration	37,5%	46,2%	51,9%	57,1%	54,3%	16,8%
Partial Care Registration	16,7%	23,8%	31,5%	26,6%	34,3%	17,6%
Income & Funding (in addition to fees)	19,4%	23,1%	38,5%	41,0%	41,0%	21,5%
Registration: Other	14,6%	21,2%	35,6%	48,6%	40,7%	26,1%
Parental Involvement	58,3%	64,1%	84,6%	95,2%	89,5%	31,2%
Administration	37,5%	57,7%	68,3%	74,3%	70,0%	32,5%
Financial Administration & Management	47,6%	60,4%	62,6%	74,3%	80,4%	32,8%
Children's Records	41,7%	69,2%	64,9%	78,2%	75,4%	33,7%
Human Resource Management	28,7%	51,3%	59,0%	68,6%	70,5%	41,8%
Active Learning	34,5%	38,5%	74,2%	76,7%	76,7%	42,2%
Health, Safety and Nutrition	31,3%	62,2%	69,9%	78,6%	80,7%	49,5%
ECD Centre Documentation & Policies	23,5%	41,6%	53,4%	68,6%	77,5%	53,9%
<b>Average</b>	<b>35,9%</b>	<b>49,9%</b>	<b>59,2%</b>	<b>65,6%</b>	<b>65,6%</b>	<b>25,1%</b>

An incredible average increase of 25 percentage points!

Table 3. shows the average increases in performance across the various indicators, with each indicator showing great improvement from Baseline to Year 4. All ECD centres assessed at baseline scored an average of 35,9% across the 15 indicators, whilst all ECD centres assessed at the end of Year 4 scored 65,6%.

**Table 4. Average performance for all ECD centres at each time point, from their first assessment, to their last**

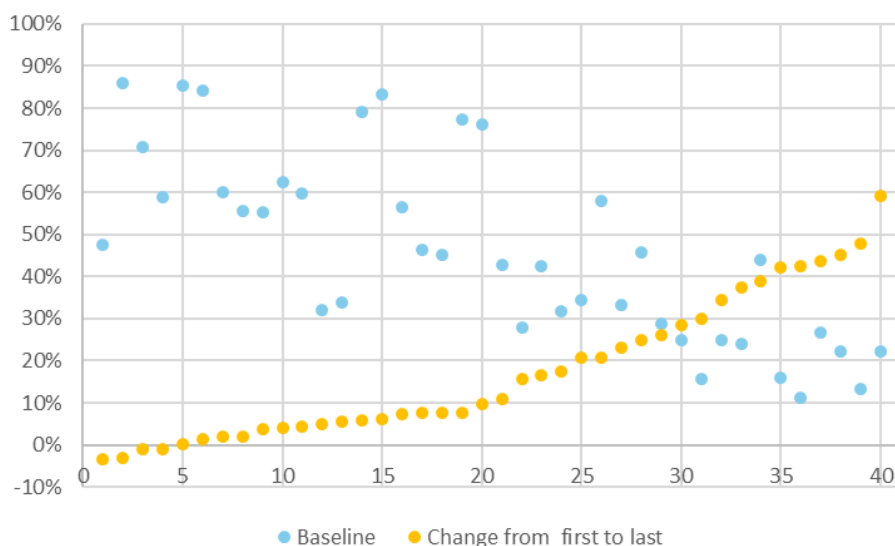
	Baseline	Year 1	Year 2	Year 3	Year 4	First assessment to last - change
Guardian Angels	n/a	n/a	n/a	n/a	90,2%	n/a
Nkqubela Creche	n/a	n/a	n/a	81,4%	n/a	n/a
Thina Daycare	n/a	n/a	n/a	45,1%	n/a	n/a
Simanye Daycare	n/a	n/a	47,5%	53,0%	44,1%	-3,4%
Siembamba ELC	n/a	n/a	n/a	86,0%	82,8%	-3,2%
Wielie Walie	n/a	70,7%	46,5%	75,6%	69,6%	-1,1%
Precious Pride	n/a	n/a	n/a	58,9%	57,8%	-1,1%
Disney Centre	n/a	n/a	n/a	85,5%	85,7%	0,2%
Talhado Montessori Pre-school	n/a	n/a	n/a	84,1%	85,5%	1,4%
Ducklings Daycare	n/a	n/a	n/a	60,0%	62,0%	2,1%
Eagles Accolade Academy	n/a	55,5%	55,6%	n/a	57,6%	2,1%
Buzz Beezzz	n/a	n/a	n/a	55,3%	59,0%	3,7%
Twinkle Daycare	n/a	n/a	n/a	62,4%	66,6%	4,1%
Grace Kids	n/a	59,8%	n/a	71,3%	64,2%	4,4%
Imizamo Yethu Daycare	n/a	n/a	n/a	32,0%	37,0%	5,1%
Siyaphuhla Daycare	n/a	n/a	n/a	33,8%	39,2%	5,4%
Little Angels Day and Eduacre	n/a	n/a	n/a	79,0%	84,8%	5,9%
Rainbow Centre	n/a	83,2%	n/a	89,3%	n/a	6,1%
Haasbekkies Daycare	n/a	n/a	56,3%	60,0%	63,7%	7,3%
Emmanuel Daycare and Care Centre	46,4%	40,2%	54,0%	n/a	n/a	7,5%
Chioma Safehaven Daycare	n/a	45,1%	53,6%	54,8%	52,6%	7,6%
Kate Van De Merwe Creche	77,4%	74,5%	73,8%	76,6%	85,1%	7,7%
Dienkie Dot Playgroup	n/a	n/a	n/a	76,3%	86,0%	9,8%
Kiddies Clubhouse ICreche	42,8%	50,1%	66,6%	n/a	53,7%	10,9%
Likuwe Ikamva Daycare	n/a	27,7%	43,6%	n/a	n/a	15,8%
Faith in-action Daycare	n/a	42,4%	24,7%	55,3%	58,9%	16,5%
Makhulu Daycare	n/a	31,7%	53,3%	51,0%	49,1%	17,5%
Arise and Shine Educare	34,4%	45,7%	42,3%	55,2%	n/a	20,8%
Masikhule Educare	n/a	57,8%	81,1%	81,2%	78,7%	20,8%
Pink Panther project	33,3%	25,0%	57,1%	55,7%	56,3%	23,1%
Angels Daycare	n/a	45,6%	62,7%	74,1%	70,6%	24,9%
Mickey Mouse Daycare	n/a	28,6%	54,8%	n/a	n/a	26,1%
MJA Daycare	n/a	24,9%	57,1%	58,3%	53,5%	28,6%
Magaba	15,8%	23,8%	38,5%	46,6%	45,8%	30,0%
Klein Angele Daycare	n/a	25,0%	60,4%	60,6%	59,4%	34,4%
Star Kids Daycare	n/a	n/a	n/a	24,0%	61,6%	37,6%
Kruisfontein Educare Creche	44,1%	60,9%	75,4%	82,9%	n/a	38,9%
Nolutho Creche	16,1%	14,2%	52,1%	63,2%	58,2%	42,1%
Lelethu Ikhaya Daycare	11,3%	23,4%	47,1%	57,7%	53,6%	42,3%
Jeugkamp Kiddies Junction (previously Busy Bees)	26,8%	47,8%	57,3%	66,5%	70,4%	43,7%
Kokkewiet Learning Centre	n/a	22,1%	69,5%	69,1%	67,2%	45,0%
Noluthando Educare	13,2%	35,5%	57,7%	54,2%	60,9%	47,7%
Kokkewiet Creche	22,4%	52,9%	67,0%	n/a	81,5%	59,2%
Average	32,0%	42,8%	56,0%	63,2%	64,4%	17,4%

\*n/a indicates that the centre was not assessed at this time point. This is usually because the centre had not joined the programme yet (for example, if they were in Cohort 2 or Cohort 3) but in some instances this is due to them not being available for an assessment during the assessment periods.

As seen in Table 4., 36 of the 40 ECD centres assessed (at more than one time point), have increased in their overall performance from the first assessment to their most recent follow-up assessment. This ranges from a negligible 0,2 percentage point increase at Disney Centre, to an incredible 59,2 percentage point increase at Kokkewiet Creche. The average increase in performance is a significant 17,4 percentage points. Four centres decreased in their average performance, whilst some only increased marginally, or their performance fluctuated. The reasons for this are varied and complex and include principals attaining additional employment, principals going on maternity leave, ECD centres closing down and reopening, partial care registration lapsing, principals struggling with high staff turnover, limited physical space, informal infrastructure, and new principals with limited ECD experience.

A most significant set of findings from the impact assessment analyses is seen in the comparison of the ECD centres' improvement/change scores (specifically for the leadership and management indicators assessed, seen in Table 3) compared to their initial baseline scores, as well as the final Year 4 assessment scores. Firstly, it was found that the lower the ECD centres scored at the initial baseline assessments, the greater their improvement was over the course of the project (the change in their performance from first to last assessment). This was seen in a  $-0.8$  correlation, which is presented visually in the graph below, and shows that this project impacts poorer performing centres more significantly than high-functioning centres.

Graph 1. Performance at Baseline Compared to Change Score.

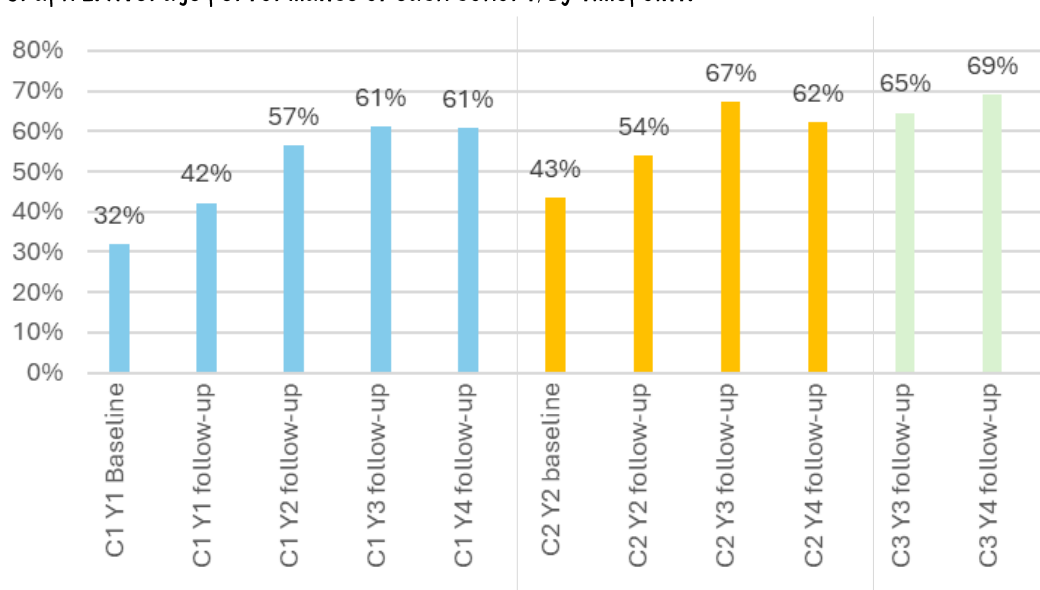


What this means is that this project has, in effect, reduced the inequality of the quality of the services that these ECD centres run - a hugely significant finding!

The reason why this is important is made clear when looking at the variance in the scores at each centre's baseline score versus their scores at the end of Year 4. It was found that at

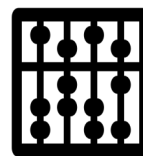
baseline, the minimum score attained by an ECD centre was 11%, whilst the highest score attained by an ECD centre was 86%. This shows a range of 75 percentage points. However, by the end of Year 4, the minimum score attained by an ECD centre was 37%, whilst the highest score attained by an ECD centre was 90%. This is a range of 53 percentage points.

Graph 2. Average performance of each cohort, by timepoint.



Graph 2. shows the average performance of each of the three cohorts in the project, at the various time points at which they were assessed. Whilst there have been some challenges, for example Cohort 2's slightly decreased performance in Year 4, it is encouraging to see sustained performance in Cohort 1 and improved performance in Cohort 3.

## Procurement of education equipment and development of learning material



All of the ECD centres on the project are provided with education materials and toys during each year of the project.

At the start of the project, the project team conducted equipment audits at each centre. These assessed what education equipment resources were available at the centres (these audits are also conducted with each new centre that joins the project). These audits were then analysed and education equipment and resources that were needed by each centre were identified, ordered and delivered to the ECD centres.

In Years 2 and 3 all of the ECD centres filled out an education equipment needs survey in order to ascertain what was still required at each ECD centre, in order to run a quality ECD programme for the specific number of children at their sites. CECD then purchased and delivered a custom set of equipment and resources to each of the centres.

In Year 4 all of the centres received an extensive, custom, set of books for the children at their centre. This included books of different languages, on different topics, suitable for various age groups.

The equipment kits included items such as puzzles, playdough, paint, construction toys, musical instruments, counters, and many others. The first kit received by an ECD centre includes a 'core kit'; items which all ECD centres could make use of, such as consumables (playdough, paint, glue, etc.) and additional numeracy and literacy and life skills games, puzzles and resources. ECD centres need these materials in order to ensure that children receive quality education and care, along with training on how to effectively use these items in their classrooms. This training was also provided by CECD.

During the data collection process in the first three years, it was found that all of the ECD centres required additional specific equipment and resources (along with the core kit that would be provided to the new centres that came onto the project after Year 1). The equipment provided is presented here.

### Classroom Furniture and Equipment

Including carpets, children's tables, chairs, mattresses and mattress covers, cupboards, crockery and cutlery



### Music and Movement Items

Including tambourines, shakers, rattles, maracas, bells, and rainmakers

### Literacy and Life Skills Education Games

Including various games such as Snakes and Ladders, Playing with Colours, Before and After sequencing, Opposites, Think and Match

### Numeracy Education Games

Including Might Dice, Dominoes, clocks, abacuses, counters, measuring cups, and counting rods



### Manipulative and Construction resources

Including beads, cotton reels, building blocks, stacking drums, construction sets, nuts and bolts, and pegboards and pegs



### Art Supplies

Including playdough, scissors, crayons, cold glue, powder paints, paint brushes, and paint pots

### Fantasy Area Resources

Including tea party and dinner sets, dolls, wheelbarrows, broom sets, dress up clothes, ironing sets, and stuffed toys



### Outdoor Play Resources

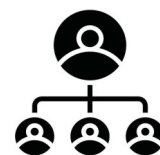
Including balls, hula hoops, skipping ropes, beans bags, buckets, bats, sand and water toys

### Posters and Puzzles

Including items on transport, seasons, fruits and veg, my body, hygiene, numbers, safety, weather and dates



## Developing a team of local facilitators



**This element of the project involves developing and training a team of local ECD facilitators that supports the ECD centres on the project in implementing what they have learnt.**

At the beginning of the project, a team of ten local ECD facilitators were recruited. A key part of this project is to train and support these ECD facilitators so that they have the skills and agency to continue the work beyond the project cycle – **enhancing sustainability and social capital and creating an ECD community.**

These facilitators receive professional development training so that they are able to facilitate their own workshops and provide on-site support to the ECD centres on the project. Over the four years, the local facilitators have received:

- 21 training sessions.
- Ongoing online and on-site mentoring and support.
- Opportunities to shadow the Africa A+ facilitators when they conduct training, on-site demonstrations and support.
- Site visits to quality ECD centres that show 'good practice'.
- One-on-one reviews: the facilitators take part in semi-structured qualitative interviews at the end of each year's intervention activities.
- Opportunities to conduct their own training, on-site demonstrations and support.

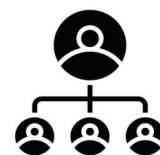
The facilitators are required to report every two weeks, on their work done with supporting ECD centres. A total of seven (7) facilitators are on the project going into Year 5.

## Highlights

In Year 4 building confidence remained a key focus in developing competent facilitators. As their confidence grew, the facilitator team independently hosted mini-workshops for ECD centres and continued offering on-site demonstrations. The aim is for facilitators to develop the skills needed to conduct regular teaching demonstrations for the teachers they support.



# Developing a team of local facilitators



What were the best things about Year 4?

I feel very good after 4 years. More courageous. In this 4 years I feel that I can do anything. I accomplished a lot in this 4 years.

How the centres have grown and become more committed. All the knowledge we have gained and the new things we've learned. We have become one big family.

For me to do more art at my centre cause at first I don't know that I'm enjoying artwork and it gives me peace of mind then. Now I will change my ways of doing it and do it more and new things about artwork.

Doing workshops on our own. A lot of learning and gaining confidence.

I always feel energetic after a workshop. It feel like I can conquer the world, like my basket is full of ideas to start my new quarter.

Working as a team and work hard has good outcomes.



**Above:** Facilitators, Marlyn, Felicity, Petronella and Elsie, hosted a mini-workshop in the Arcadia area.



**Above:** Facilitator, Natasha, providing on-site support at Magaba's Daycare in Sea Vista.



**Above:** Facilitator, Elsie, doing an onsite demonstration at Twinkle Daycare in Mooiuitsig.



**Above:** Facilitator, Petronella, organised a mini-workshop and a Christmas lunch for the principals of the ECD centres she supports.



## Development of ECD forums



As part of our development work, we are supporting the ECD centres on this project to set up small ECD forums in their area (one in the Kwanomzamo area, one in the Sea Vista area and one for the Kruisfontein, Arcadia, Valldam, etc. areas). ECD forums develop connections between ECD centres as they create a space for ECD centre principals to provide information, advice and guidance on a variety of topics to one another. The forum members discuss issues and provide assistance on how to solve problems, drawing on their collective experience and knowledge, and creating a network of support.

ECD forums also play a critical role in fostering community development and strengthening ECD centres.

In Year 4, there was a focus on setting up and supporting these ECD forums. This included the CECD team attending forum meetings, providing guidance and supporting their regular meetings. A key highlight was the Kruisfontein, Arcadia, and surrounding areas forum choosing a name that reflects their vision - **the Unity Unveil ECD Forum**.



**Above:** The Unity Unveil ECD Forum having one of their meetings. In this meeting, the various sub-committees were established (e.g. fundraising and events).

# Fostering engagement through the use of WhatsApp

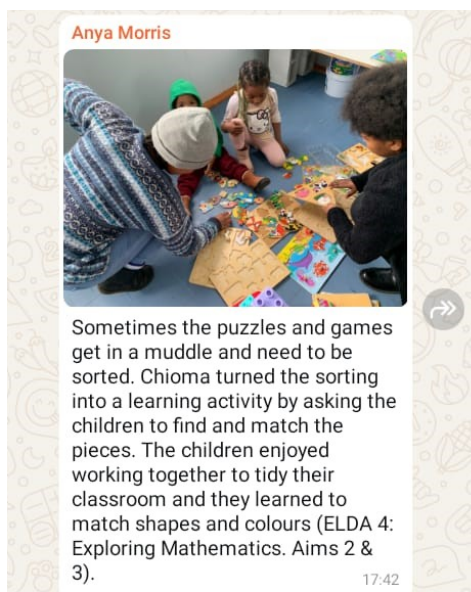
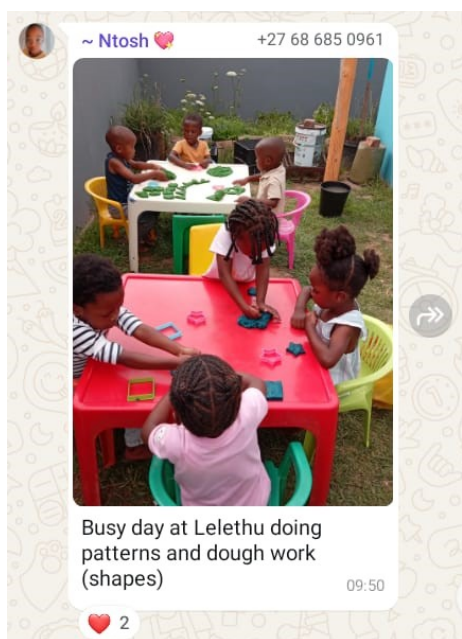
The Kouga ECD Project WhatsApp group has been one of the project's biggest successes, serving as a dynamic platform for engagement and learning. It is used in two key ways:

1

**Info-bites (pedagogical information):** Regular posts provide principals and teachers with valuable insights, encouraging them to see themselves as agents of change in children's lives. These info-bites aim to motivate the implementation of training, enhance ECD knowledge and skills, and inspire action. Images and text-based examples are shared to illustrate best practices and spark new ideas.

2

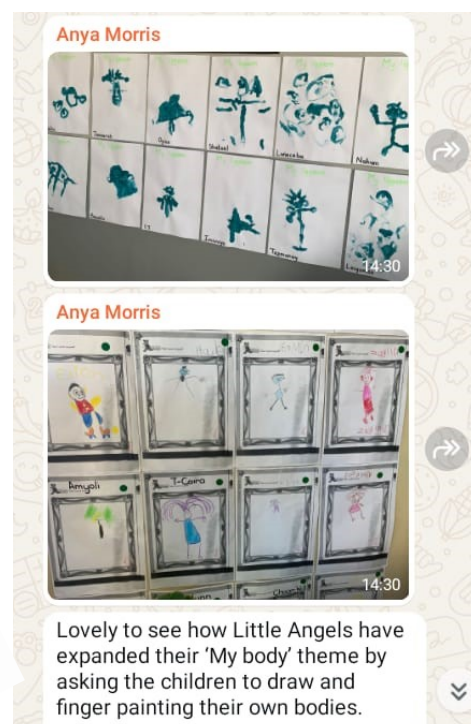
**Sharing implementation and progress:** Principals and teachers actively share the activities they are doing with children, creating a space for peer learning and reflection. This exchange not only fosters confidence but also showcases how their teaching practices are evolving. Encouragingly, there is a noticeable shift away from a rigid, cookie-cutter approach - where all children follow the same instructions using pre-selected materials - towards more child-led learning, where children make their own choices and engage in creative expression (which research shows is the best way for young children to learn). Additionally, principals are increasingly taking the initiative to research new content and activities, sharing their findings within the group on how to further enrich the learning environment.



Examples of Africa A+ team member providing info-bites



Examples of teachers sharing their activities on the WhatsApp group





## ECD centre infrastructure upgrades

Ensures children learn in a safe environment conducive to early learning!



In Year 4, the following infrastructure work was done:

- **MJA Daycare:** Groundwork done for the infrastructure upgrade: support letter received from the local ward councillor, land surveyor and architect appointed, and quotations requested for the infrastructure work.
- **Angels Daycare:** Groundwork done for the infrastructure upgrade: signed the lease agreement, architect appointed to draft site development plan and building plans, the Kouga Local Municipality (KLM) issued a notice to a shop illegally occupying part of the leased land, and a site development plan (SDP) submitted to KLM.
- **Dienkie Dot:** Town planner and architect appointed to draft and submit subdivision and rezoning applications. SDP drawn up and included in subdivision, rezoning, and departure application submitted to KLM.
- **Makhulus Daycare:** Installed a water tank, connected to the gutters of the new ECD centre. Allows for harvested rainwater use for toilet flushing and cleaning.
- **Jeugkamp Kiddies Junction:** Repaired bulging floorboard, installed perimeter fence, added shelving.
- **Kokkewiet Creche:** Plastered window reveals.
- **Star Kids Daycare:** Installed fire extinguishers and signage.
- **Nkqubela Creche:** Removed steel structure from the outdoor play area.



**Above:** A meeting was held with Councillor Alexander and Petronella Ruiters at the new site for Angels Daycare. The meeting was about the upgrades for Angels Daycare



**Above:** The principal of Makhulu's Daycare, Nomfundo, with the newly installed water tank.



Before

After

*Chioma Safehaven Creche & Aftercare*

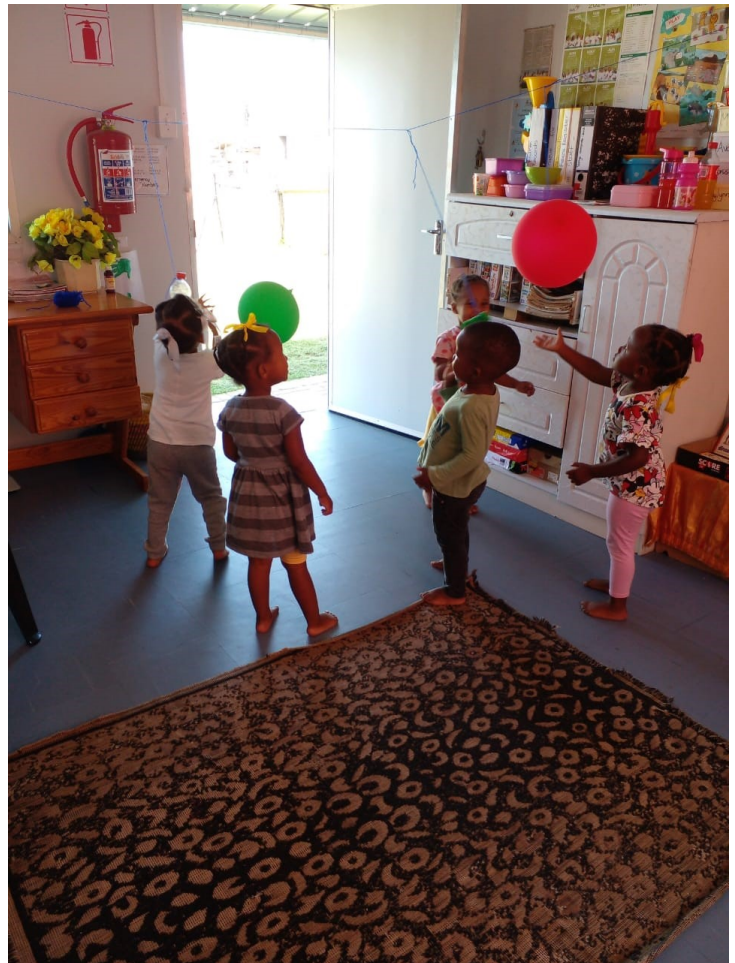




Before

After

*Jeugkamp Kiddy Junction*





## Support with registration as a partial care facility



### Challenges and support for partial care registration of ECD centres

The partial care registration process for ECD centres remains highly complex, with numerous barriers preventing many centres from registering. Several challenges have been identified in this project:

- Function shift delays – Since the 2022 ECD function shift from the Department of Social Development (DSD) to the Department of Basic Education, new registrations have stalled (in the Eastern Cape, and other parts of South Africa), with officials only focusing on re-registration of previously registered centres.
- Changing registration frameworks – The introduction of the Bana Pele Mass Registration Drive marks the third framework change in recent years, adding further uncertainty for ECD centres trying to be compliant.
- Limited government capacity – Budget constraints prevent the relevant department officials, based in Makhanda and Graaff-Reinet, from conducting the necessary site visits and final assessments.
- Slow registration progress – In three years, only 12 new ECD centres have been registered across the entire Sarah Baartman District Municipality, highlighting severe resource and capacity limitations.

### Project support for registration

We provide ongoing guidance and assistance to ECD centres ensuring they meet registration requirements. In Year 4, we continued this by:

- Assisting with business plans, policies, fire safety compliance, etc. as part of their portfolio of evidence.
- Liaising with the education department, sharing data on unregistered centres, and helping organise a registration jamboree.
- Supporting aftercare facilities with their separate registration process under DSD by facilitating meetings and sharing relevant information.





## Some more project highlights in pictures



**Left:** Siembamba Early Learning Centre using loose parts. Children learn so much from loose parts; creativity, sharing, collaboration, problem-solving, colours, shapes, position and counting, etc.



**Right:** Teacher Liezel's engagement with the children at Pink Panther builds their vocabulary, knowledge and social skills.



**Left:** Faith in Action being creative and flexible. Using the outdoor space that they have to further teaching and learning.



## Some more project highlights in pictures



**Above:** There is a growing appreciation and interest in nature that is being transferred to the children at the Kouga ECD centres. Angels Daycare took the children for a walk in the veld near their centre where Enechia, the teacher, encouraged the children to look closely at the plants and insects.



**Left:** MJA Daycare understands that young children learn through their senses and so they provide concrete materials. The teacher here is extending the children's learning with open-ended questions and conversation.





## Some more project highlights in pictures



**Above:** Little Angels Educare, along with all the other ECD centres on the project, received books for the children in their care.. Ensuring every ECD centre has access to quality books lays the foundation for early literacy.



**Above:** Some photographs of Jeugkamp Kiddies Junction with its cheerful interior and happy and highly motivated principal, Mauricia Prince. She understands that being organised and paying attention to labelling and aesthetics is important.



*Thank you to the Kouga Wind Farm Community Development Trust for making it possible for young children to grow and develop to their full potential.*

