

# Outcomes of the EWC Programme Within the Yizani Sifunde collaboration

A summary of evidence from 2022 and  
2023 implementation

27 November 2023



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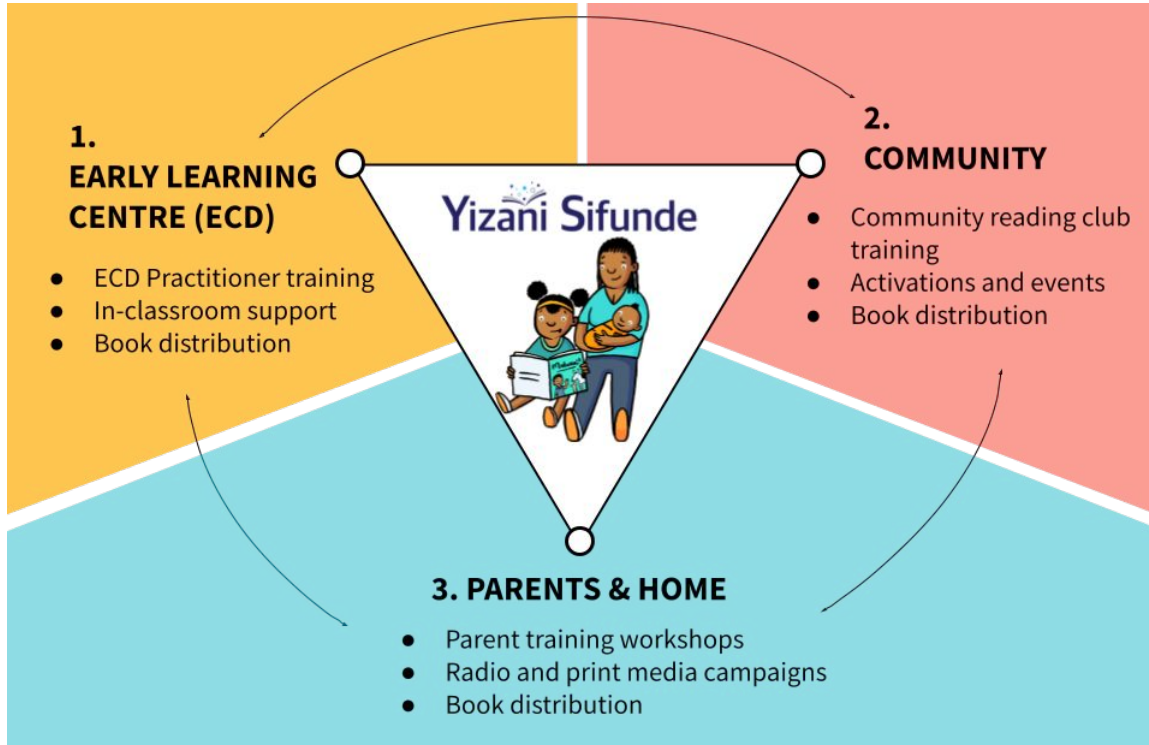


# EWC within Yizani Sifunde

Some background



# What is the Yizani Sifunde Project?



Yizani Sifunde is a collaborative early literacy project run by Book Dash, Nal'ibali and Wordworks, in partnership with ITEC and Khululeka, with funding from the Liberty Community Trust.

It runs over 3 years (2021-2023) in the Eastern Cape, and aims to impact children through a triple cocktail of training, book distribution and community activations.



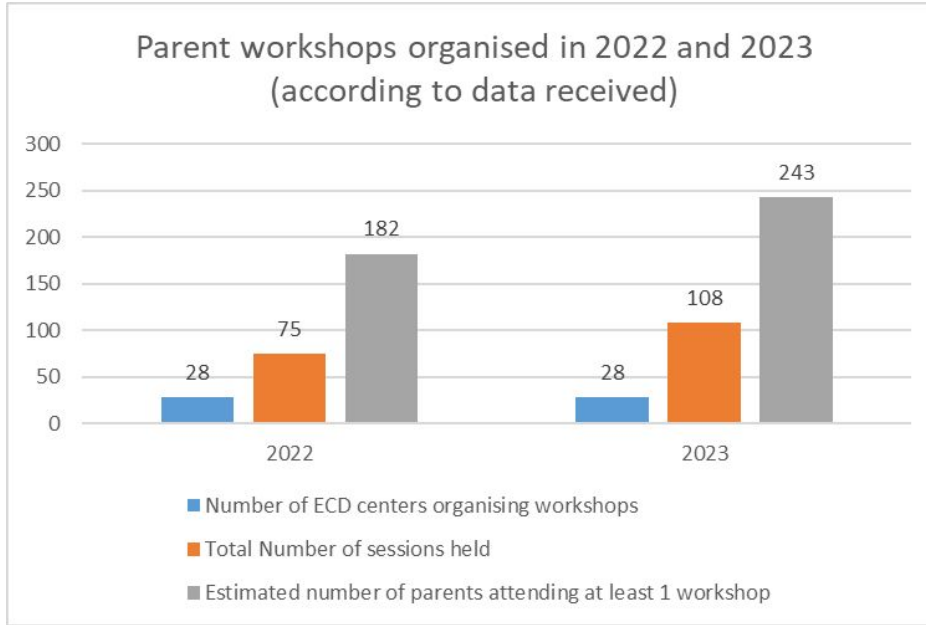
# The cascade of training



Because of the cascading model, EWC workshops were only offered to caregivers in the sites where practitioners organised them.



# Parent workshops organised in 2022 and 2023



In addition to EWC workshops, the Yizani Sifunde project touched parents / caregivers via:

- The provision of high quality books to the homes;
- Na'ibali activations in clinics and other public spaces;
- Print and radio media campaigns.

In both years, 28 ECDs organised parent workshops. However, on average, ECD sites organised more repeat sessions in 2023 than in 2022, and reached a higher number of caregivers.





**Above:** Practitioner Ms Nobuntu Mbanga shares key principles of the programme with parents at Newvale Day Care Centre.



**Above:** Parents paging through their flipbooks during a parent workshop at Precious Jewels ECD Centre.



**Left:** Parents from Luthando ECD Centre attend a parent workshop.





# Evidence of project outcomes

Data from the 2022 and 2023 implementation



# Methodology - data collection, sampling method

- **Timeline:**

The project was implemented in different cohorts / communities in 2022 and 2023. For each cohort, Story Sparkers (the project's ground team) visited homes and interviewed caregivers twice:

- **at baseline** (125 caregivers interviewed in Apr. 2022, 121 from another cohort in March 2023)
- **at endline** (117 caregivers interviewed in Oct. 2022, 130 in October-November 2023)
- In both years, app. half of the endline interviews were repeat interviews i.e. of caregivers who had already been visited at baseline (68 of 117 in 2022, 58 of 130 in 2023).

- The interview sample represented families **from all the Yizani Sifunde ECD centres** in both hubs (East London and Queenstown), aiming for 2 to 4 families per participating ECD, depending on the ECD's size.

- Selection of families within each ECD was on a convenience basis - the team was encouraged to select families who would be willing to make themselves available for the interview. This likely resulted in self-selection bias.



# Methodology - intervention group and comparison group

- The sample was divided into caregivers who claimed to have attended at least one parent workshop (“**EWC group**”), and those who didn’t (“**non-EWC group**”).
  - Note: Due to very incomplete attendance registers of parent workshops, attendance was based on the parents’ statements at the time of the endline interview. For parents who were only interviewed at baseline, there is no data to establish whether they subsequently attended a parent workshop.
  - Of the caregivers interviewed at endline, the EWC group makes up **over a third** (42 out of 117 in 2022 and 50 out of 130 in 2023). Of those, 49 had already been interviewed at baseline (25 in 2022 and 24 in 2023).
  - Note: *Parents who attended a parent workshop were not randomly selected, so they may not be entirely comparable to the parents who did not attend. “Non-EWC parents” therefore do not constitute a “control group” but merely a comparison group.*



# Methodology - The Home Learning Environment (HLE) tool

The **Home Learning Environment (HLE)** tool developed by DataDrive2030 helps to gauge the quality of a child's home environment. It looks at 3 main components:

- 1. How much **time** the caregiver has to do activities with the child (on weekends and during the week)
- 2. What **resources** the child has to play with (number of books, and types of toys)\*
- 3. How often the caregiver or someone in the family engages with certain **activities** with the child (reading, counting, playing, drawing etc.)

Caregiver time for activities with child

Early Learning Resources  
(books & toys)

Child's exposure to certain activities at home

*\*In the Yizani Sifunde context, donations of a large number of children's books led to a considerable change in the child's learning resources at home (2nd component), but this was not related to parent workshops. Therefore this report focuses on the 1st and 3rd component only.*

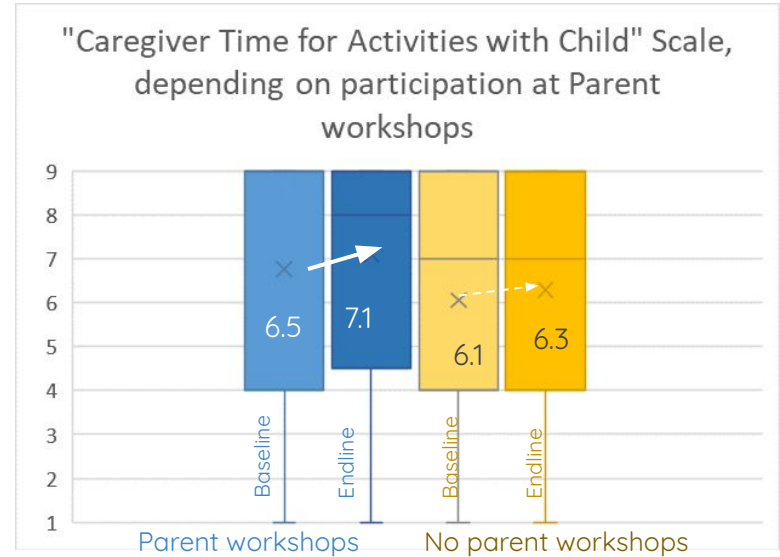


# Component 1. Caregiver time for activities with child

Caregivers were asked, at baseline (March-April) and endline (Oct-November), how much **time** they have to play with the child (1) on weekdays and (2) on weekends:

- Lots of time (more than 2 hours per day)
- Some time (1-2 hours per day)
- Very little time (less than 1 hour per day)

DataDrive2030 proposes a “Caregiver time for activities with child” scale of 1-9 based on the combination of answers given for weekdays and weekends.



## Finding:

The chart shows the distribution of scores at baseline and endline, for caregivers who participated in EWC workshops and those who didn't.

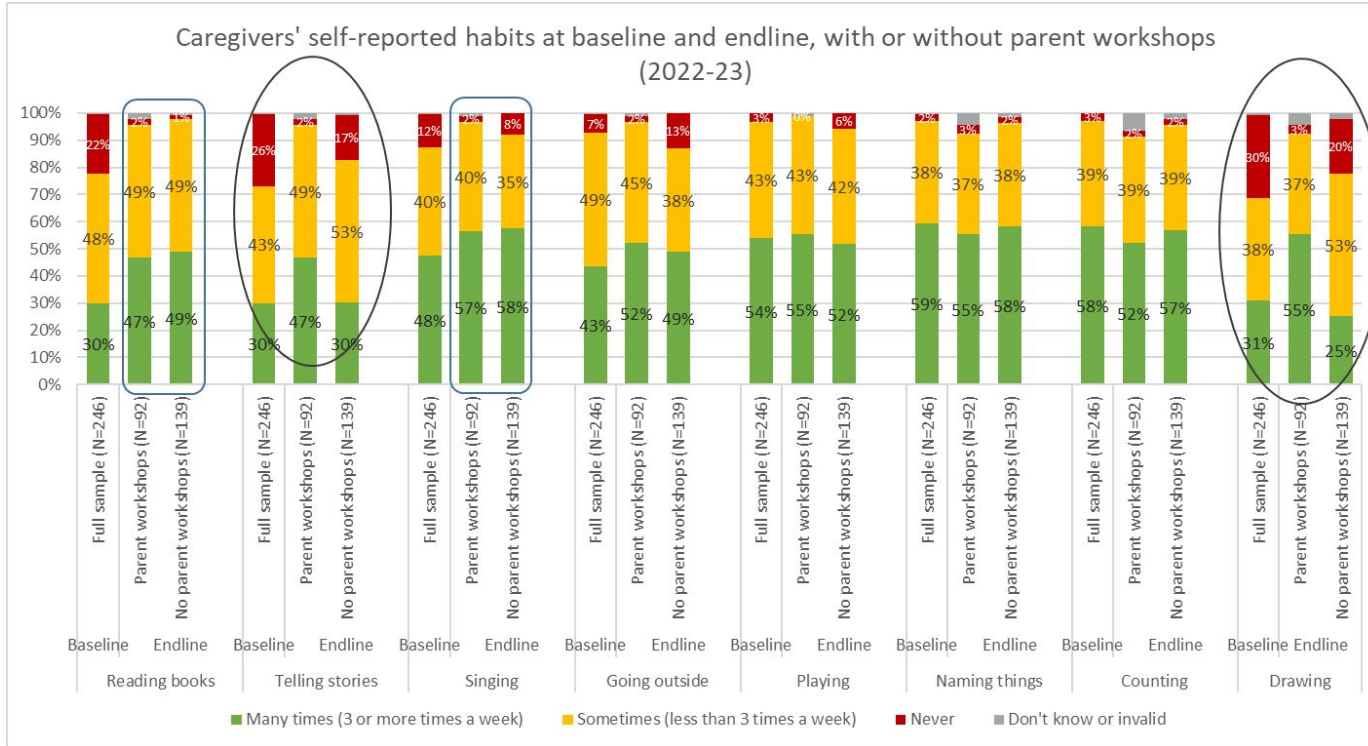
There is a slight increase in the average time available. However, this is **hardly significant**.

- Parents attending workshops:  
**Cohen's d = 0.12** (very small)
- Parents not attending workshops:  
**Cohen's d = 0.07**



# Component 3. Child exposure to certain activities

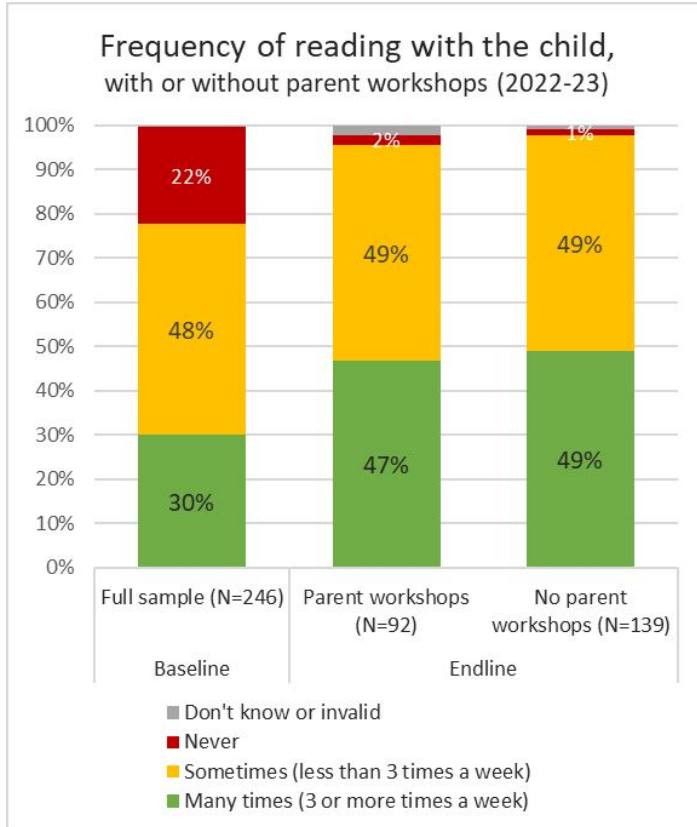
Caregivers were asked, at baseline (March-April) and endline (Oct-November), how **frequently** they engaged in various activities with the child over the past week.



We present here all the activities, and focus on the next slides on each type of activity one by one.



# Quantitative finding: frequency of reading with child



## Interpretation:

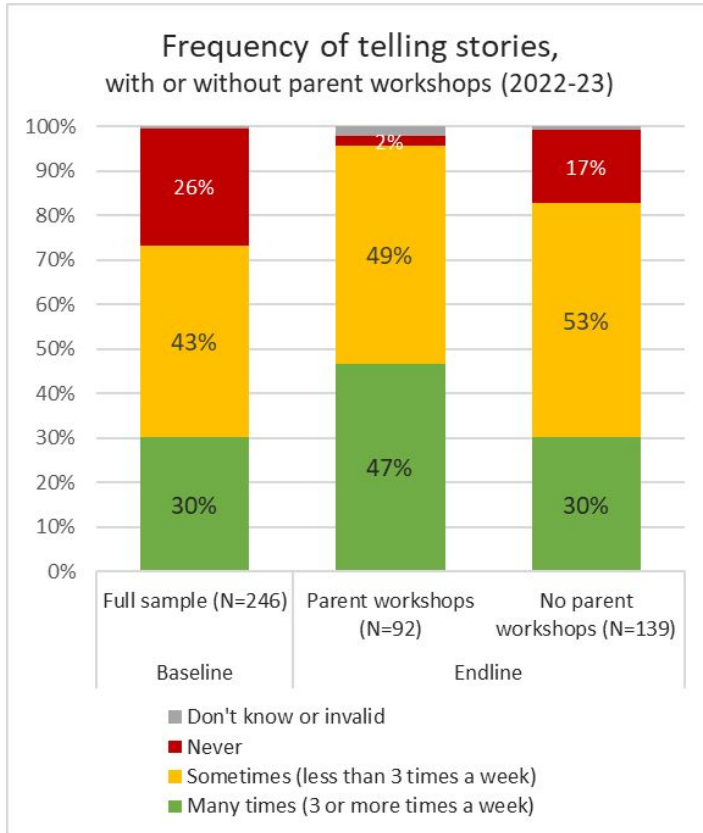
Both parent groups (EWC and non-EWC\*) received sizeable book donations through the Yizani Sifunde project. For both groups, data indicates an increased frequency of reading books.

At endline, there is no statistical difference between parents who attended and parents who didn't attend parent workshops.

This suggests that, **in the context of Yizani Sifunde**, parent workshops **do not** have a detectable impact on the frequency of reading. (see slide 19 for impact on the *quality* of reading practices)



# Quantitative finding: frequency of telling stories to child



## Interpretation:

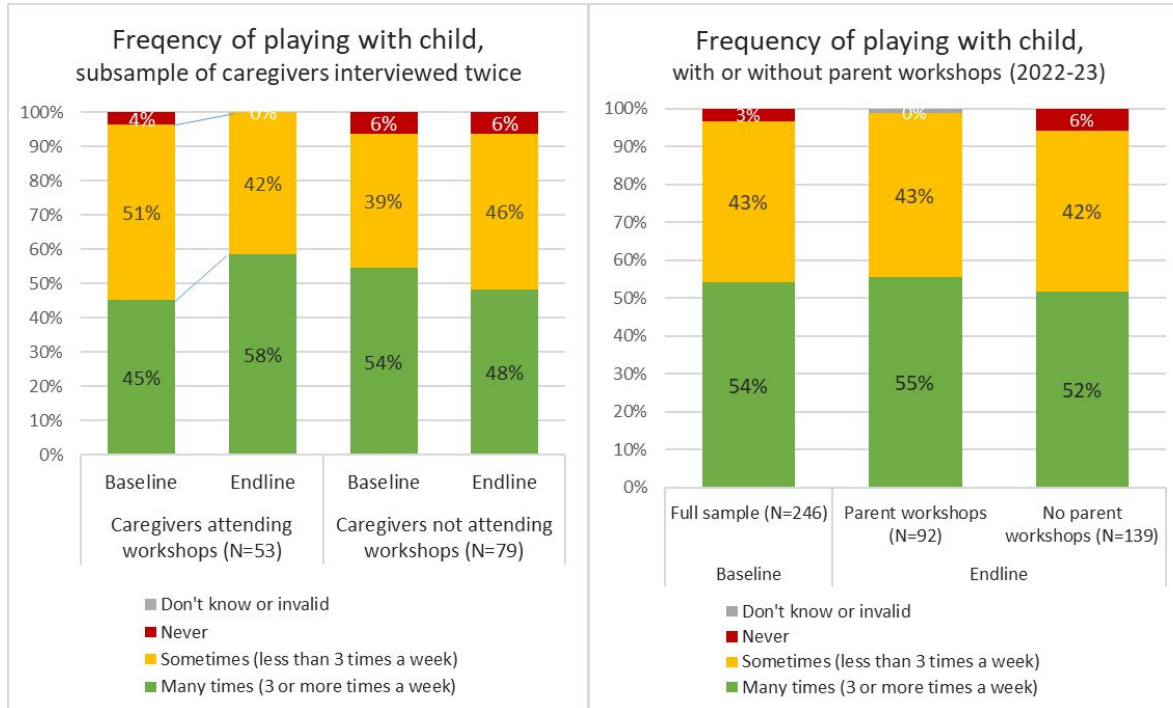
For both groups, the data indicates that parents started telling stories more frequently. The slight increase among non-EWC parents may be indirectly related to Yizani Sifunde, e.g. it may be by the greater number of books in the homes, or the children's growing love for stories as a result of classroom interventions.

The increase is more marked among parents who attended EWC workshops.

This suggests that EWC workshops **have a marked effect in increasing parents' engagement in storytelling**, an activity which is critical for the development of the child's **language** and their creativity.



# Quantitative finding: frequency of playing with child



## Interpretation:

At subsample level\*, due to differences at baseline, data suggests an improvement in frequency of playing among the EWC group.

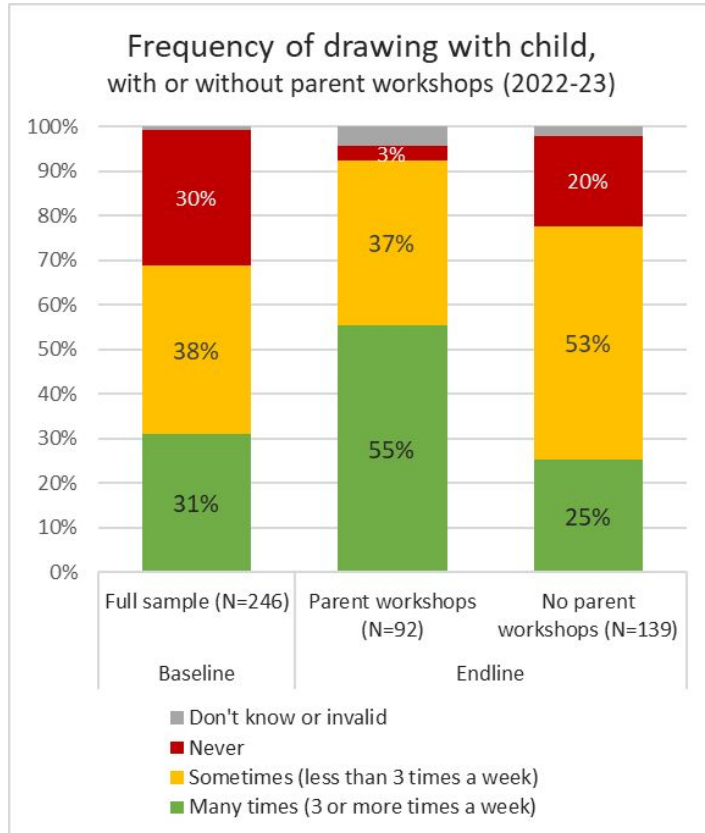
At the full sample level, the difference between the two groups at endline is minimal.

Overall, the data regarding the frequency of playing with the child is **inconclusive**.

\*Potentially, the value of looking at data at subsample level is that it helps correct for possible differences at baseline between the EWC group and the comparison group. However, it considerably reduces the sample size and therefore results may not be statistically significant.



# Quantitative finding: frequency of drawing with child

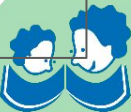


## Interpretation:

In the non-EWC parent group, the data reveals only a slight decrease in the number of caregivers who report never drawing with their child.

Among the caregivers who attended EWC workshops, there is a marked increase in the number of homes where someone engaged in drawing with the child at least three times in the week.

This suggests that EWC workshops **have a sizeable effect in increasing families' engagement in drawing**, an activity which is critical for the development of the child's fine motor skills and their ability to express themselves on paper - and has a demonstrated effect on the development of **emergent writing skills**.



# Qualitative findings: selected quotes

## More present / hands-on parenting:

- “It changed me to pay attention on my kids, give a hand to help them to be responsible.”
- “It made me see things differently because I did not have time for my child, I would be busy. When it's time to help I will be tired. But after attending the session I learnt a lot, the importance of reading with my child and how they become motivated when we are hands-on as parents”



## More patient & interactive parent-child relationship and communication:

- “I know how to interact with my child and I have learned to be patient with her and listen to her”
- “I have given time to talk and share things with my child and sometimes take part in playing.”
- “Sometimes I used to shout at my child when he asks too much; now at least I can handle how I talk to him”
- “The way of talking to my child has changed”
- “We have so much bond with my grandchild, I used to shout and him and not listen to him. I now play with my grandchild and I'm more interested in his studies”



# Qualitative findings (continued)

## Parent awareness of child's learning:

- “I was ignorant to some things that they can learn about”
- “Everything is now easier because I am well aware of what happens at school.”
- “My child and my nephew can sit down now share what they did at school.”

## Activities and richer interactions:

- “It showed me ways to interact with my child and how to play, read and write with him”
- “We do our house chores together and help each other with homeworks.”
- “It changed everything because some of us we don't know how to treat the children so now we know how to play with them at home”

## Reading & book-sharing:

- “we now know that we must read in our home language”
- “The workshop was very useful because it helped and taught ways to read with my child”
- “I now know how to share a book with my child”

## Connect with other parents for mutual support:

- “By sharing with other parents it gave me more ideas on how to raise child.”
- “Sharing as parents in these sessions it taught us to look out for each other and reach a hand”



## Conclusion

The evidence, across both years, suggests that EWC workshops, when combined with the provision of books and other Yizani Sifunde activities, resulted in **improvements in their relationships** with their children, which become more nurturing and hands-on. There are also shifts in how often, or how well, caregivers do the following with their children:

- **Reading:** The quantitative impact on frequency of reading is difficult to establish in the context of Yizani Sifunde - but qualitative evidence reveals better quality of interactions with books;
- **Storytelling:** After EWC workshops, caregivers tell stories to their children more frequently
- **Drawing:** After EWC workshops, almost all caregivers claim to engage in some level of drawing activity with their children

(Since this is self-reporting by caregivers, the usual caveats apply.)



# Thank you!

  
**Yizani Sifunde**

This project has been made possible through the **Liberty Community Trust**

  
**Wordworks**  
Changing lives through literacy