

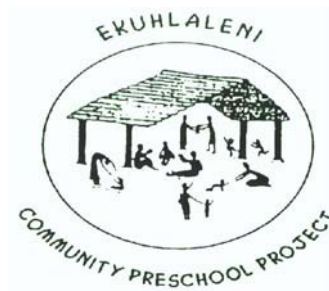
# Integrated Serviced Land Project: ECD Pilot Project

## EXECUTIVE SUMMARY

### Summative Evaluation Report

June 2006

Submitted by the Masibambane Consortium



## **ACKNOWLEDGEMENTS**

### **Design and Report**

Linda Biersteker, facilitated the participatory development of the evaluation framework, designed, managed and reported on the evaluation activities and wrote this final report. The report brings together information collected from a wide range of sources and is indebted to the willingness of all the stakeholders to share their experiences and learnings from the planning and implementation of the ISLP ECD Strategy.

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### **Particular thanks are due to:**

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Dot Erlank for analysis and drafting of the community surveys and overall editing support with the report;

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Nontuthuzelo Conjwa-Dia for conducting and reporting on focus groups with parents in outreach and centre services.

## ACRONYMS

|       |  |
|-------|--|
| CECD  | Centre for Early Childhood Development                             |
| DoH   | Department of Health (National)                                    |
| DSSPA | Department of Social Services and Poverty Alleviation (Provincial) |
| EC    | Enrichment Centre  |
| ECD   | Early Childhood Development  |
| ELRU  | Early Learning Resource Unit                                       |
| FCW   | Foundation for Community Work                                      |
| FOW   | Family outreach worker   |
| ISLP  | Integrated Serviced Land Project                                   |
| MC    | Masibambane Consortium   |
| SANCO | South African National Civic Organisations                         |
| WCED  | Western Cape Education Department                                  |

## GLOSSARY

|                        |   |
|------------------------|---|
| Area coordinator       | Area coordinators facilitated the establishment of the enrichment centres and services in particular areas.   |
| Centre manager         | Once ECs were established the area coordinators became Centre managers supporting the centre and outreach and capacity building services.   |
| Family outreach worker | Family outreach workers are responsible for visiting households in the EC areas and providing support to families to enable them to provide a more supportive environment for their young children. |

## **INTRODUCTION**

### **Purpose of the Evaluation**

This project was set up for the “development of an integrated, contextually appropriate and sustainable package of community driven services to support families and communities to improve the quality of care and education of their children aged 0 – 9 years in the Integrated Service Land Project areas” (Tender proposal, 2001:7). The pilot was intended to contribute to policy for children 0 – 6 years and provide a model of an intersectoral approach to ECD services adaptable enough for replication in other parts of South Africa.

The Department of Social Services and Poverty Alleviation (DSSPA) was the responsible partner but the Project Steering Committee included representation from the Western Cape Education Department, Department of Health and local government as well as the Masibambane Consortium service providers (Centre for Early Childhood Development as the Consortium Manager, Ekuhlaleni, Early Learning Resource Unit and Foundation for Community Work) and a representative from Caleb Consulting who were managing a number of Integrated Serviced Land Project (ISLP) initiatives.

The original tender proposal outlined the possible monitoring and evaluation activities and responsibilities. The overall goal of the monitoring strategy was to

- address the Consortium goals of monitoring the impact of the ECD programmes on the children, teachers, parents and the broader community,
- document the experiences of this pilot programme as a model for community ECD service provision, and
- provide information on how the programme fulfilled stakeholder needs and what should be changed or built upon.

### **Approach**

The monitoring framework was developed consultatively with departmental, service delivery consortium and community partners in November 2001 and approved by the Steering Committee early the following year. The framework document specifies the expected outcomes, with both process and impact indicators, for the different service delivery objectives. Process indicators cover factors such as utilisation and involvement and impact indicators are an attempt to track the effects of the intervention.

The evaluation addresses the question of the extent to which programme goals have been attained and has an implementation focus. It included a number of formative evaluation activities as well as this summative evaluation. The perspectives of different stakeholders in the programme – public stakeholders, service providers, service recipients and the broader community involved - have been recorded.

Programme Goals to be evaluated included:

1. To undertake a broad community consultation and needs assessment in preparation of a strategy and business plan for intervention.
2. To offer an integrated range of ECD services from 6 enrichment centres determined by local needs.
3. To input into the design of contextually appropriate, modest cost, sustainable buildings which can be used to generate a flexible delivery of a range of services including a preschool, aftercare and family and community outreach activities to improve the general quality of life for young children in the target communities.
4. To include a programme focus on the most vulnerable children in the ISLP areas – children infected and affected by HIV/AIDS; children with disabilities; children at risk of abuse and neglect; children who do not have access to adequate health services and nutrition.
5. To provide capacity building in a developmental programme for the running of high quality appropriate ECD, health and nutrition services (centre staff, other ECD sites, parents).
6. Set up well organised and representative community structures to provide strong governance and strong capacity (governing bodies and steering committees).
7. To ensure long term sustainability of the ISLP ECD strategy through multiple stakeholder involvement, building of community capacity and mobilization of a wide range of resources, possibly through a community foundation.
8. To work with the community to raise funds in order to ensure the sustainability of the programme.
9. To monitor the impact of ECD programmes on the children, teachers, parents and broader community.
10. To document the experiences of this pilot programme for provincial and national dissemination as a model for community ECD provision drawing out the implications for policy.

Source: Tender Proposal Section 3.3

## **Evaluation Methods/Activities**

These included

- Development of the monitoring and evaluation framework by all stakeholders
- Baseline and follow up surveys of families with young children in the Enrichment Centre areas
- Collecting of stakeholder perspectives: community, service providers and public partners midway through and at the end of the pilot
- Independent observations of the EC programmes
- Focus groups with outreach parents and centre parents, area coordinators and principals
- Document review including case records for outreach work
- Questionnaire and observation for governing body and trainees

## **MAIN FINDINGS FOR EACH SERVICE DELIVERY GOAL**

### **The Community Consultation and Needs Assessment Process**

The tender brief for the ISLP ECD Project specified a range of services to be delivered. Ensuring community buy-in and ownership of the project was critical for sustainability of the project. From April 2001 onwards there was an intensive period of linking with community stakeholders including councillors, ECD Forums and other stakeholders such as SANCO. Sites were selected and negotiated. Later on there was consultation about the design of the Enrichment Centres, and election of Steering Committees.

The Masibambane Consortium and Public Partners confirmed that community partnership, endorsement and buy-in are essential for success of the projects but had involved a number of challenges including the fact that it was time consuming, that there were political dynamics and vested interests (for example in many ECD Forums). Feedback from community stakeholders suggests that the consultation process had been generally valued and felt to have facilitated matters, especially councillor involvement in certain areas.

As a basis for programme development and for monitoring and evaluation of certain outcomes 600 households with children under 6 years in the Enrichment Centre areas, were surveyed on a range of demographic and service access variables as well as child rearing attitudes and practices and indications of community involvement.

Summaries of findings were developed for each area and the area coordinators presented them to stakeholders. This seemed to have been a useful process for awareness and information sharing.

In summary, it would be fair to say that the goal of consultation and needs assessment was achieved.

### **Design of the Enrichment Centres**

Inputs on a design were made by the Masibambane Consortium. However, a number of budgetary and contracting issues limited how this was implemented. Space in particular is a problem as a result of the cuts. However, there is overwhelmingly positive feedback on the centres from the communities in which they are situated.

### **Integrated Range of Services Determined by Local Needs**

The three programme focuses are addressed in the context of the specific services offered i.e. responsiveness to local needs, integrated high quality services, and including a programme focus on the most vulnerable children in these areas.

To summarise, in relation to the goals for a range of services from the EC centre the following has emerged:

- 1) Sustainable preschool services which are highly valued and fully utilised by the local community have been established at each of the six ECs and accommodate approximately 414 children. While there are some challenges, these generally offer a good holistic programme with parent involvement and sound management systems. Further development of the curriculum offered is recommended particularly in relation to introducing more challenging activities for older children and teaching strategies that mediate children's learning. This would be facilitated by further capacity building and mentoring for practitioners. There was not much focus on especially vulnerable children primarily because of the prevailing need to charge fees, but more can be done to identify and monitor vulnerable children who do attend.
- 2) Outreach services in all the areas provided a valuable service in supporting vulnerable families. Two approaches were piloted each with a different focus. One offered services to support general upliftment and problem solving by families with children in the area without being strictly focused on ECD activities. The other was clearly targeted to families with children aged 0 – 6 years and is an example of the kind of parent support and education approach used in many parts of the developed and developing world but incorporating elements of general family support through linking families to services. These outreach services have successfully targeted the most vulnerable families and children in the five areas, together reaching 3451 different households.

- 3) There is evidence which suggests that the EC programmes have positively affected the access of young children *in addition to those serviced by the EC centre and outreach programmes* to certain services in these ISLP areas and influenced certain childrearing attitudes and practices. There is a clear link between policy developments at the level of the City of Cape Town and DSSPA and this pilot project.

### **Capacity Building**

The project provided training for Governing Bodies, home based (childminders) and ECD practitioners at Levels 1 and 4.

Governing Body Training was aimed at ECD sites in each of the five areas. There were difficulties in recruitment in some areas where there had been considerable previous training and also because members who worked were reluctant to come for training at weekends. A large number of governing body members started training though they did not all attend all sessions. The need for more practical work to build capacity was raised. More intensive training of 48 EC Steering Committee members was undertaken as a component of Governing Body training in June 2004. This was followed up with one site coaching and mentoring by area coordinators. Feedback on this was excellent and members had a sense of being part of a bigger initiative. A particular focus was on the roles of Steering Committee members and issues of future sustainability were discussed.

Follow up with a small sample of governing body members shows that they remembered what they learned during the training including the responsibilities of the governing body, management styles and working with the community, developing a constitution, budgeting and financial procedures and meeting procedures. They were all able to give examples of how they had applied their training, such as financial accounting, advertising posts, interviewing and developing contracts. What was either not included or not mentioned was information on the ECD programme. A general concern raised by Principals, both those trained by the MC and those in the ECs, was that governing body members don't understand their jobs and interfered.

In 2002 an introduction to ECD practices for childminders (equivalent to core unit standards for Level 1) was offered to 65 practitioners by CECD, ELRU and Ekuhlaleni and completed by 54. Subsequently, as SAQA accredited qualifications became more valued, it was decided to offer a full Level 1 qualification and reduce the original number of 300 practitioners to 100.

While 84 practitioners embarked upon the full Level 1 qualification, none of them completed this for reasons of length of the programme, very low levels of education,

some participants needing a skills programme but not wishing to complete a full qualification, but 57 completed the core and electives. The Steering Committee concluded at the midterm evaluation that service providers should see what the need was and that people should not be obliged to do the whole qualification. This is an important consideration for planning for capacity building on a wide scale in the province. A follow-up with a sample of the trainees found evidence that what was learned was being implemented, despite difficult conditions and lack of equipment in some cases.

Level 4 Training was offered by CECD and ELRU to the staff at the Enrichment Centres and other practitioners in the areas. 32 of 46 practitioners completed a full qualification. Evidence from observations at the centres and the achieving of competence by many practitioners indicates that the training was applied. However dropouts from training especially in Weltevreden Valley and Brown's Farm, and the fact that those who did the training did not necessarily stay in ECD are ongoing concerns for meeting the capacity building needs for ECD in the province. Incentives such as stipends are one way of ensuring that participants remain in training but not that they stay in the ECD sector. Possibilities for shorter skills programmes also need to be considered for many practitioners who are not likely to achieve full qualifications.

## **Sustainability**

A five year period for implementation was seen as a sufficient period for the programme to have become sustainable, but start up including consultation and the construction of the centres took substantially longer than anticipated. Four ECs started between February and October 2003 and the remaining two in February 2005 due to delays in availability of finance to complete the buildings. Certain key sustainability factors only became possible once the programme was running (e.g. registration and subsidisation as an ECD site, and hands on governing body experience). Because of delays in accessing public funding, start-up funding for operational expenditure was essential.

The sustainability plan included both building the human capacity at the centres to undertake this and linking to public and other sources of funding. By the end of the pilot all of the Enrichment Centres had attained the necessary registrations both to qualify for Departmental subsidies and to apply for other sources of funding. Five of the ECs receive social services subsidies and the final centre received written confirmation of funding in March 2006. Three centres also receive WCED subsidies and the two newer centres have applied for these. While public funding is the main source of income it does not adequately meet the needs of the programmes which have to rely on fees and salaries of principals and teachers are extremely low.

An exit strategy including governing body training on sustainability was put into action. There is a support plan by each of the service providers beyond the pilot period for the ECs that they were facilitating. In essence it works towards the helping the Governing Bodies to find funding to deliver the services.

It was clear in discussion with principals and governing body members that ECs had not developed clear sustainability plans. They were asked about how they were planning to sustain the various EC services (preschool, toy library, outreach). While sustainability concerned them as a key issue, their plans seemed somewhat vague and related only to sustaining the centre preschool programmes. For example, there was talk of fundraising, hiring out the hall, seeking donations and continuing to get the DSSPA subsidy. Only one centre has included approaches to donors in its fundraising so far. Two outreach workers at the meeting expressed concern about their future.

In relation to concerns about the outreach work being sustained, a concern that the Enrichment Centre concept should be sold as a whole, 'not two different things' (preschool and outreach) was raised by the DSSPA manager. What makes this difficult is that there is an existing income stream for daycare and one needs to be created for outreach work. In the existing situation, someone would have to motivate or even 'push' the governing body to fundraise for both components. There was general agreement that governing bodies are not ready to take over the outreach yet.

To carry forward the outreach services, the Consortium of service providers had submitted service plans to DSSPA for all five areas. These involve CECD, ELRU and Ekuhlaleni rather than the EC governing bodies managing the outreach work

In summary, it seems with regard to this goal that sustainability of a kind has been assured. This is a substantial achievement in the volatile under-resourced communities in which the ECs are located. There is little doubt that the ECD centre part of the programme will continue as a service valued by the community, with public funding as the main support. Sustained monitoring and support for all aspects of the programme either by the District Office welfare planners or a service provider and ongoing capacity building for management would greatly strengthen the chances that the ECD programme would be sustained and improved. Firm handling of local politicians from the local authority and some support with conflict resolution would also assist.

However, with regard to the outreach services much more thinking needs to be done. Will an extension period in which service providers oversee this actually bring the governing bodies, which have a relatively short lifespan, to the point of

being able to oversee and raise funding for this aspect of the work, or should some other mechanism be put in place?

## **Monitoring and Documentation**

### **Setting up the Monitoring and Evaluation Framework**

The process for this included 37 stakeholders, invited from the public partners, consortium responsible for service provision and the community including councillors, educare forums and other significant area based structures. It was felt to be valuable in ensuring a common direction and understanding of the project.

On the basis of the report backs, a set of standards in the form of an outcomes and indicators document was drafted and approved. The baseline survey solicited information on key indicators.

In the **formative evaluation** phase there were two main activities, firstly the regular monitoring in relation to meeting of targets and secondly, an attempt to distil the learnings of the public partners, service deliverers and community partners. Gathering of feedback from service users (parents, trainees etc.) was left to individual service providers without overall analysis. Feedback from programme users related mostly to user and community perceptions of the programme rather than child outcomes.

A number of items for follow-up were identified in the midterm evaluations including some relating to partnerships (involvement of all departments, more sharing and discussion between NGO Partners); reaching agreement about what constitutes a unit of outreach, resolving the impact versus quantity issue and attention to sustainability of the ECs.

The **summative evaluation** examined the different programme areas outlined in the strategy and documented the findings of activities intended to provide an indication of the impact of the programme on the different target groups using the standards generated, as well how responsive programming was to the issues identified in the monitoring and evaluation process. The report also looks at wider issues such as how the ISLP Project could inform roll out of the Integrated Provincial ECD Strategy in particular lessons for integrated service delivery and how it contributed to the Provincial Social Capital Strategy.

Most of the monitoring and evaluation outcomes were achieved, though more detailed and systematic follow-up on impacts in the formative phase could have informed the pilot more helpfully. In particular the peer monitoring system proposed for capacity building in the tender document would have been one mechanism for this.

## **IMPLICATIONS OF THE ISLP PILOT FOR ECD POLICY AND PROGRAMMING**

Though the Social Capital Strategy and Integrated ECD Provincial Strategy had not been developed when the pilot began, pilot activities are closely aligned with goals for both.

In relation to the Social Capital Strategy, the pilot had improved accessibility to government services and information through outreach work, provided opportunities to develop social inclusion and cohesion through access to programmes and services and involvement of governing bodies and parents in them and strengthened families through outreach work. Indicators were in place to track inputs and outputs but a stronger focus on impact on children is suggested.

Links to the strategic objectives of the Integrated Provincial ECD Strategy included

- Piloting an integrated, coordinated and intersectoral collaboration by bringing together provincial, district departments, local authorities, local political leadership, NGOs, CBOs and community members to address the needs of young children
- Enhancing the care and protection and promoting rights of young children in the Enrichment Centre ECD and outreach programmes
- Promoting and encouraging high quality services by creating 6 programmes intended to act as model services and monitoring these
- Empowering, supporting and building capacity of those supporting young children through training and support services
- Developing ECD services that also met the needs of children not in daycare through family outreach, toy libraries
- Providing greater access through the ECD centre programmes and outreach services
- Building on strengths, traditions and resourcefulness of families and communities supporting governing bodies to input to the programme, input on antibiotics in the practitioner training, and a focus on helping families develop their strengths in the outreach work.

### **How the Project relates to the ECD Plan Strategic Objectives**

| <b>Integrated ECD Strategy Strategic Objective</b>  | <b>How ISLP Project Addressed Objective</b>  |
|---|--|
| Develop and implement mechanisms for integration, coordination and inter-sectoral collaboration of ECD sector | Brought together provincial, district departments, local authorities, local political leadership, NGOs, CBOs and community members to address the needs of young children. |

|  |  |
|--|--|
| Enhance care and protection and promote rights of children in ECD programmes   | EC preschool programme and outreach promoted the rights of children and undertook initiatives to improve their care  |
| Promote and encourage high quality services through setting of minimum standards and developing monitoring tools and systems | Creation of 6 EC programmes intended to act as model services, monitored and supported these   |
| Empower, support and build capacity of people in organizations providing services to young children                          | Large capacity building component for governing bodies, outreach work, home based and community based ECD providers  |
| Ensure a range of ECD care and development programmes that also meet the needs of children not in formal daycare             | Experimented with different family outreach models to support the needs of children not in formal daycare  |
| Ensure availability of and greater access to ECD for all children  | Through the initiative provided access for 414 children in ECD centre programmes (at the time of observations in Oct 2005) and supported 3418 families.  |
| Encourage ECD programmes which build on the strengths, traditions and resourcefulness of families and communities            | Built capacity of parents on governing bodies to input to the programme, input on antias in the practitioner training, focus on helping families develop their strengths in the outreach work. |

**Learnings about mechanism for integration, coordination and inter-sectoral collaboration of ECD sector**

The pilot with its opportunities for interdepartmental, public/private, provincial/local partnerships demonstrated some of the issues involved in an integrated, coordinated, intersectoral collaboration.

The Steering Committee included the Provincial DoH, WCED, DSSPA (as the lead), and the City of Cape Town. Officials from Social Services and the City of Cape Town, who had to account for deliverables, showed strong commitment to and involvement in the process. There was little coordination with the Education and Health departments and between the different levels of government – provincial and district. Lack of information was seen as a part of the difficulty.

Officials in one department or unit of a public service agency did not necessarily have the authority to expedite the tasks of other departments involved. This made things move slowly. The role of a 'lubricating' agent outside of the departments in keeping things moving things was highlighted (in this case taken by Caleb Consulting).

Community partnership, endorsement and buy in also took time to secure and presented several challenges such as accommodating different community dynamics and the need to be careful of turf and ownership issues. The location of significant resources in very poor and volatile communities, in the form of these highly visible, buildings at the same time as generating pride, has made them into areas of political contestation. Nevertheless, as a result of the community process, community involvement in the ECs is substantial and will facilitate the sustainability of the centres and provision of services.

The ECD NGO partnership brought together valuable skills but also different ways of working on projects. Perceptions about these differences varied and reflect a tension between a management focus on ensuring that partners met targets and individual service providers seeking to respond appropriately to service needs in particular contexts. Having a strong managing partner was seen as extremely valuable for the project. Partners differed though about what constituted quality and impact and felt that control and support needed to be balanced. To resolve such tensions implies the need for partners at all levels (public, service providers and service users) to negotiate agreement on how they define quality – in terms of the relative importance of efficiency, effectiveness and impact. They need to consider how much flexibility is acceptable in developing appropriate strategies.

Despite the challenges of partnership, the contribution of this partnership was extremely positive and contributed substantially to the success of the project. DSSPA's understanding that the state role is to support the provider to deliver rather than one of rigid management and control was seen as an important enabling factor. The following factors emerge as helpful in developing an integrated, coordinated, partnership delivery:

- Sufficient time and a process to share information, negotiate buy in
- A facilitating agent (to smooth the process e.g. a role played by Caleb consulting for much of this project)
- An interdepartmental accountability mechanism to ensure participation of all partners
- Ongoing sharing and discussion between the partners.

### **Training/Capacity Building**

The ISLP ECD Project raises some issues to be considered, especially in light of the large scale EPWP training initiatives in the pipeline. The need to upgrade qualifications in the sector to minimum standards is essential to improve the services children receive. Goal posts for practitioners are in the process of being raised with Level 4 likely to be the entry qualification for ECD with skills programmes available at Levels 2 and 3.

The suitability of candidates for full qualifications as opposed to skills programmes needs to be carefully assessed in view of the difficulties experienced in moving from an introductory training to a full Level 1 for several practitioners. There appears to be a need to find a way to bridge people towards the standard associated with qualifications even if they are not interested in a full qualification (with its far higher associated costs and commitment of time). This might take the form of the kinds of training contracted by the City in the last few years, slowly building up.

Drop outs from Level 4 training in Weltevreden Valley and Brown's Farm raise the issue of rigorous criteria for the selection of practitioners and incentives and support to continue training. Building towards a qualification with smaller unit standards will become possible with the review of standards. However, the drop out rate is highly influenced by better paid job opportunities in other sectors and until resourcing for ECD improves this problem is likely to persist.

Another concern is the attrition of trained practitioners from the ECD sector. It was clear when trying to track practitioners who had participated in the Level 1 training in 2002 and 2003 that many of them were no longer traceable. This too relates to much of ECD provision being an income generating venture that is often unviable. This is even more obvious in the drop outs of people trained as outreach workers though the investment of resources is much lower.

The importance of *providing mentoring, skills exchange and support to caregivers* as well as training cannot be overemphasised. Without this, it is difficult for practitioners to remain motivated. There are various mechanisms for this, for example the contact between the principals of the ECs was a significant support. On-site support by Centre Managers was essential for maintaining and improving quality. The implication for the province is for budgeting for more monitoring and support either from the District Offices or outsourced.

### **Institutional Support/Financing**

Regarding the sustainability of the ECs the insufficiency of public subsidies from both Social Services and WCED for facilities in poor communities is a major challenge. It is a destabilising factor in that there is a regular turnover of staff in

centres (often once they have been trained) as well as volunteers for outreach work. Low levels of funding may compromise nutrition, learning materials and adult/child ratios. Dependence on fee income as a substantial portion of the ECD facility budget makes it unlikely that the most vulnerable children will be able to attend them as was seen in the pilot. There is a need to move rapidly to the national costing norm of R9 per child per day and to create a clear funding stream for Family Outreach Work.

### **Services to children**

ECD sites could be assisted to do more to support vulnerable children. For example, much more could be done around referring children at risk to ECD sites (as long as there is financial support and training). Children with disabilities, whose health and safety is at risk or who are HIV affected could for example be referred through clinics, social workers or home based carers. ECD sites could also more effectively monitor the potential vulnerability of children and refer them for assistance (through links with district level occupational therapists, referrals to clinics, and to social services).

### **Alternate family and community based provision**

The use of an Enrichment Centre as a service provision hub for ECD is the key element tested in this pilot. It is an attractive proposition, fits very well with the notion of one stop servicing and bringing services closer to the community. The pilot has shown that this can be a viable model. However, the key issue of sustainability has not been resolved, and this is not only a question of financial sustainability, it is a question of recognising that ECD services are wider than partial care facilities.

Even if the concept was accepted, a note of caution needs to be sounded in regard to the expectation that ECD facilities could be transformed to take on this type of service delivery. Experience in the Masibambane Consortium indicates that the ECs would need considerable support and sustainability before they could manage the outreach. If the EC is to be a service hub for young children there would be a far greater possibility of success if there was an overall manager to coordinate and integrate services. ECD sites could be linked in as a component of an EC service.

### **Generic or Localised Interventions**

Provision was made in this ECD intervention that the precise nature of services would differ at the different enrichment centres in accordance with local needs identified. A great deal of effort went into establishing an understanding of local needs and dynamics through consultation and the baseline survey, but the package of services was fairly fixed. The most significant difference is the two main approaches to outreach services. This raised the management and administration challenge of having varied approaches. The need to create criteria equating different

forms and amounts of input was difficult to manage and there was a tendency towards uniformity in order to deal with this. The question of moving to roll-out on a larger scale would be how variations would be managed.

### **Conclusion**

Establishing these ECs was a huge and valued achievement. What they stand for in the ISLP areas goes far beyond the approximately 400 children who are catered for in the EC preschool programmes and additional numbers reached by outreach services.

Through capacity building and raising the consciousness of ECD in the local community the project has made a difference to many more children in other ECD facilities, who used the training and toy-library services, to children who are yet to be born into families taught parenting skills and to provincial and city ECD policy.

In addition this systematic implementation of a wide range of services from a single Centre in very disadvantaged communities has generated many learnings to inform implementation of the Western Cape's Integrated Provincial ECD strategy.