



(FINALLY)

# TIME TO PLAY

2 CASE STUDIES OF

EARLY YEARS DISTANCE LEARNING

DURING COVID-19



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LEARN. CREATE. DISCOVER.

## centré sur l'enfant

- Placer l'enfant au cœur de ses activités
- Donner de son temps à l'enfant
- Intégrer le monde de l'enfant
- Être attentif aux besoins
- Être proche des enfants
- Donner la parole à l'enfant
- Satisfaire les besoins de l'enfant affectif, physique, alimentaire, moral, social
- Communiquer avec l'enfant

## 4 Pillars of Work

### Public Spaces

Build awareness of the important role public spaces play in a child's development

1

### Institutions

Advocate for increased support from institutions for children from birth through early childhood

2

### Cultural and social mores

Improve parents' knowledge of tools to support children's development from birth through early childhood

3

### Communities

Increase awareness within the community (media, child focused ecosystem) of mechanisms that help children thrive

4

## Our Approach

### Tools and Training

We conceptualise and implement dynamic tools and training packages to support genuine capacity development.

### Design and Product

We design and install child centred spaces, and exhibitions, to model how public spaces may become informal learning centers for children.

### Advocacy and communications

We voice the importance of play-based learning and investing in child development and children's rights to play and thrive.

### Creating and shaping ecosystems

We facilitate connections between local, regional and global partners to support mutual learning, mentoring and practice.





# Ça va ? (Senegal country context)

- almost 16 000 000 population
- Total Cases of Infection : 5 888
- 3 919 recovered,
- 84 died
- 1 884 currently under treatment
- Schools declared closed March 14, 2020 (Saturday)
- Little to no communication with preschools and or infant toddler programs



# Ça va ? (Country context)

COVID-19 laid bare two fundamental barriers to quality early learning:

- How to support very young learners who can no longer access early education?
- How can parents be helped to become better facilitators for their children's learning?
- How do Teacher's present skills, methodologies, practices and approaches help or hinder distance learning?



How can play based learning be a solution?



# Case Study #1: Pilot Play Based Infant Toddler/Preschool Program - September 2019



- 1-5 years
- Teachers with only 7 - 10 months preschool training (1/2 with no university degree; 1/2 with up to two years)
- Play based learning, project based approach
- On going - Teacher Training/Coaching
- Local Material
- Parent Engagement Program



# Challenges



- Very low level of technology skills on the part of teachers (whatsapp)
- Parents' lack of reliable internet access
- Teachers returning back to home villages
- Parent Participation // Competing work schedules
- Very young children and screen engagement



# Solutions



- No one size fits all: Mixed Technology Lo/ Hi (Whatsapp messages/ Zoom Meetings)
- Communication with Parents from closing
- Communication with Teachers from closing
- Training, Training, Training
- Evaluation

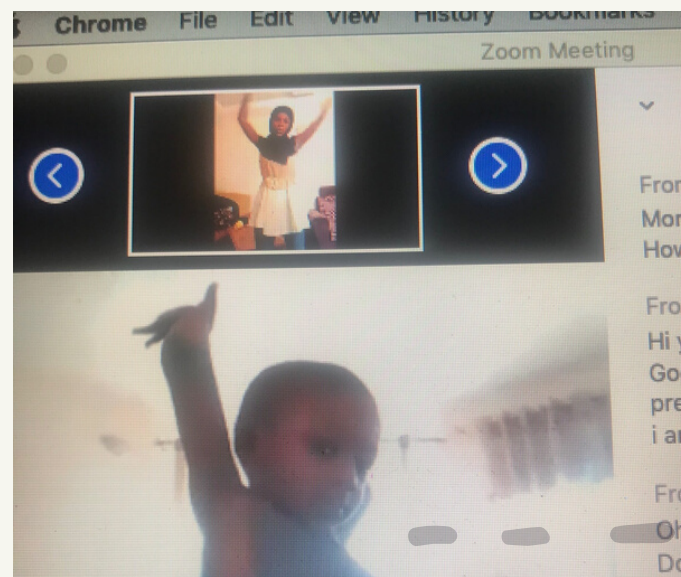
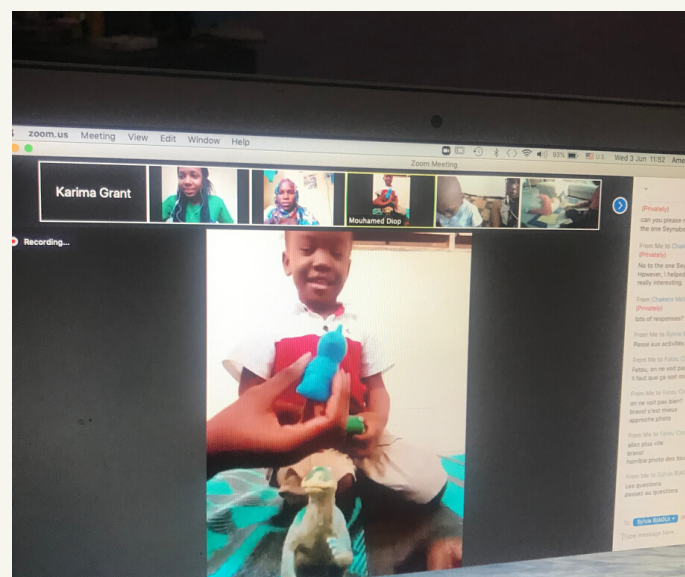
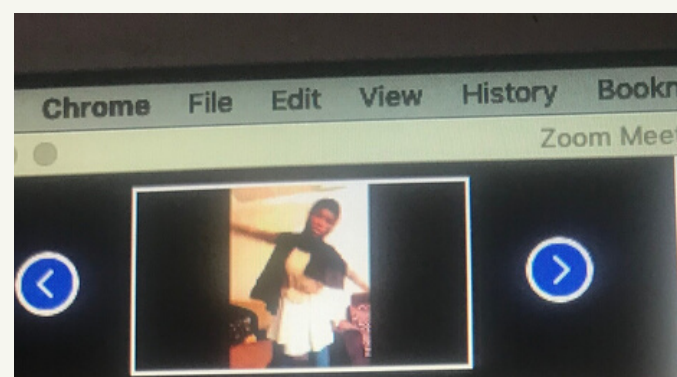


# Results

- 82% of parents were satisfied for the continuity
- 14% wanted more academic content
- 100% Teachers reported feeling increased stress to prepare lessons and programs;
- 1/6 teachers could not participate by Zoom because of poor internet access in home village.
- Increased costs to furnish internet access to teachers

# Implications for Play Based Learning at a Distance

- Steep Learning Curve for teachers : how do you promote and integrate play based learning at home? (training, training, training)
- INCREASED communication with parents about where and how the learning is happening through play.
- The absence of local digital content to support learning (particular in local language)
- Addressing Social Emotional Needs
- Blended Learning - Children's play offline versus on line



# Case Study #2: Jappo Pour la Petite Enfance



- An association of 30+ private preschools and creche brought together because of the crisis
- No support and poor/little communication from government
- Whatsapp Group



# Challenges

- 56% report parents not paying any school fees
- 44% parents paying only 1/4 - 1/2 of school fees
- 77% had 10- 15 staff members
- 60% reported themselves as unrecognized by the State
- 40% offering 'unfriendly' solutions for parents (pick up of schoolwork; Email homework); 55% no services and/or continuity at all.
- 20 % claimed staff training in the last year)
- 88% of Directors report teachers were at a loss for how to deliver distance learning for young children.
- 35% training in socio-emotional well being for children.



# Solutions



- Jappo Pour La Petite Enfance \_ Facebook Group (432 members)

Letter/ Communication with Parents



# Lessons Learned

- Low capacity of the sector to pivot to distance learning because of no knowledge of play based learning/
- Strengthening Parent Engagement as part of a program - schools that did this had more support from parents.
- Very teacher centered and academic focused

# Next Steps : Building Parent Capacity

## Platform - Keur Gui



A virtual home learning platform that strengthens the capacity of parents and educators to support, guide and provide play-based learning for children.

The platform uses a blended learning approach (virtual, parent interaction) to strengthen the capacity of parents to support young children's learning. Through four different complementary programs, parents and educators strengthen their understanding of young children and how they learn through hands-on activities and online support.



August 2020



# Next Steps : Addressing Accessibility

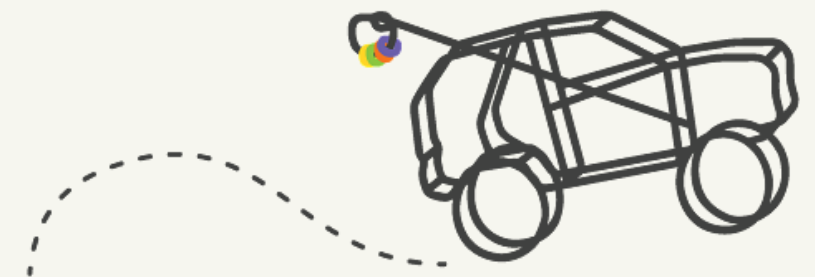
## Radio/Television Pilot

A television program of 26 minutes using local content and play based approach to address thematic and competencies in national curricula. Accompanied with a parent and teacher guide in French and Wolof.

August 2020



MERCI !



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