



United Nations
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International Institute
for Capacity Building
in Africa



Victoria Charitable Trust Fund



OMEP

Dissemination Seminar Report

Play and Resilience: A China-Africa Collaboration

Project for Building a Peaceful and Sustainable Future

10 to 11 July 2019



Introduction

UNESCO's International Institute for Capacity Building in Africa (IICBA) organized a dissemination seminar for the project of Play and Resilience: A China-Africa Collaboration Project for Building a Peaceful and Sustainable Future from 10 to 11 July 2019 in Addis Ababa, Ethiopia. The seminar discussed the successes and challenges of the implementation of the project, scalability, and sustainability of some of the project activities, and the way forward.

In addition, during the seminar, UNESCO IICBA launched a toolkit for 'Play and Resilience' that incorporates training manuals for teachers, community members, and other stakeholders, policy briefs and miscellaneous resources. A total of 18 participants attended the seminar, including a representative from Victoria Charitable Trust Fund; two participants from each project member country, namely South Africa, Nigeria, and Zimbabwe; colleagues from IICBA and UNESCO regional offices; and participants from the Ministry of Education in Ethiopia, UNICEF Ethiopia, and Addis Ababa University.

Project Background

The World Organization for Early Childhood Education (OMEP) in China, in collaboration with UNESCO, implemented an Early Childhood Development (ECD) project entitled "Play and Resilience: A China-Africa Collaboration Project for Building a Peaceful and Sustainable Future" in 2017. In Africa, the project is implemented in Nigeria, South Africa, and Zimbabwe. The Victoria Charitable Trust Fund financially supports the two-year project. UNESCO IICBA is the agreement partner, but works closely with the UNESCO Regional Offices in Harare and Abuja. The goal of this project is to enhance young children's resilience and potential to contribute to a peaceful and sustainable future through awareness raising tools development, capacity development, and community relationship building.

This project on Play and Resilience offers the opportunity to research into the situation of ECCE delivery in Nigeria, South Africa, and Zimbabwe, specifically in communities where children are facing hardship as a result of poverty, disasters, socio-economic inequalities, conflict, and terrorism. The project aims to complement existing efforts by government and non-government players in the three countries to help the selected underserved communities by building their human resource capacity and resource materials.

Since its launch in January 2017, major activities undertaken over the last two years include the completion of a needs assessment and baseline study in all three countries, a stakeholder's sensitization workshop, and the development of a training program and the preparation of draft training manuals for teachers and parents. The findings of the needs assessment were endorsed by stakeholders at a validation meeting, where key education officials were represented. The validation meeting also endorsed an action plan that saw the development of draft training manuals for Play and Resilience (for both parents and teacher educators). The training manuals incorporate local folk tales and play activities that enhance children's resilience. Several trainings have also been conducted over the past year to enhance the capacity of teachers and teacher educators. Additionally, various kinds of multimedia materials were developed and distributed.

Objectives

- To share successes and challenges of the implementation of the project in three member countries: Nigeria, South Africa, and Zimbabwe, and demonstrated experiences from China and a non-member country (Ethiopia).
- To launch a toolkit for the Play and Resilience project.
- To strengthen communication and collaboration of implementing partners.
- To discuss sustainability and scalability for the project.

Day 1: Wednesday 10 July 2019

Address

Dr. Binyam Sisay, Program Officer, UNESCO IICBA and Dr. Maggie Koong, Global Project Director, Victoria Charitable Trust Fund

Dr. Binyam Sisay started this session with a warm welcome to participants and a brief introduction of UNESCO IICBA, and the background of this dissemination seminar. Following this, Dr. Maggie Koong expressed her pleasure to attend the dissemination seminar and shared her hopes for the project's sustainability.

She briefly explained the background of the project. OMEP, the implementation partner in China, has rich experiences in the ECCE field. The team in China has been working for 10 to 15 years on preschools and in rural areas. They have also worked on many projects in refugee camps, working to build resilience in children.

Talking about the importance of play for children, she explained:

“I play and I can express myself. Children at this age, if they play, they can release and channel their feelings. I play and I’m happy.”

This project aims to close **the GAP** which means,

G – Government commitment

A – Alliances

P – Play / Parents Intervention / Program

Since May 2017, Chinese and African collaborators have been working together on this project and collaborating meaningfully. She explained that ECCE is a valuable human investment that will impact the landscape of development in the future, and the dissemination seminar signified the beginning of this exciting process. Going in, she addressed two questions. First, phase two of the project is about to end, how do we scale up? Second, as we develop the needs assessment, how do we carry things forward?

After her speech, Dr. Binyam and Dr. Maggie officially opened the event and led the introduction of the agenda and participants.

Launching of the Toolkit

Ms. Anahita Kumar and Ms. Ruixi Liu, Interns, UNESCO IICBA

IICBA, represented by Interns Ms. Anahita Kumar and Ms. Ruixi Liu, introduced the Play and Resilience Toolkit. The toolkit is a deliverable of one of the main objectives of the project, which is “to develop materials and tools that are practical and adaptable that will improve the quality of childcare and education”. It consists of three sections, including an overview of the toolkit, main contents, and miscellaneous resources. In the main contents, there are four tools:

- a policy brief,
- a training manual for teachers, practitioners, and ECCE experts,
- a training manual for parents and community members,
- and tips for safety measures.



The two training manuals have the same six modules but different objectives and activities that are specifically designed for the two separate groups of audiences. The toolkits also include miscellaneous resources, such as key considerations, an evaluation, brochure, workshop report, resources (materials), and stories.

The toolkit was prepared for the general context of Africa, but it is open for contextualization for specific countries and local communities. For example, the resources listed in the toolkit, such as projectors and laptops, may not be accessible in some areas. But the toolkit also offers ideas of using alternatives, such as flip charts, pens and papers or other low-cost, simple materials for activities. It also emphasizes the importance of using locally sourced materials. The activities are designed to be organized with simple resources so that they can be conducted in places with limited conditions. The toolkit also leaves rooms for local and traditional stories and tales to be included along with original ones created by teachers. Therefore, the toolkit is aware of the diversity in the continent and provides a practical, feasible, and flexible framework for users.

The toolkit aims to involve all stakeholders in decision-making processes and engaging participants in a pivotal manner to come up with durable solutions. A participatory approach, role play, individual exploration, and brainstorming are approaches used throughout the toolkits.

During the seminar, there were four main reflections:

- The age of early childhood, which is 0 to 6 years in the toolkit, needs to be modified to 0 to 8 years to align with UNESCO's definition of early childhood.
- It was suggested to gather more evidence for support.
- Giving parents from communities the toolkit is might be too complicated and costly. If possible, it would be better to separate the tools in the toolkit into independent documents that can be uploaded as soft copies online, so that users can download and print what they want.
- Participants reemphasized the importance of using locally sourced materials for play. Instead of purchasing new play materials, it is more important and practical to discover local environments and learn what they have in hand and use.

There is still room for more comments and improvement. In the coming months, IICBA will collect more reflections. After incorporating them, the toolkit will be officially published.

Progress Report of the Project

Dr. Binyam Sisay, Program Officer, UNESCO IICBA

In this session, Dr. Binyam began by demonstrating the context of ECCE in Africa. He explained that Africa has the youngest population in the world. The demand for ECCE is immense but the coverage is the lowest. Less than 12% of

kids have access. Currently, the challenge is accessibility as well as quality. An increasing number of children have access to pre-school services in urban areas, however, rural areas are still struggling with access to ECCE, in addition to the quality of education personnel and the school environment.

He explained that ECCE was a very strategic area to address. According to the African Union's Agenda 2063, a large educated and skilled workforce is needed. To achieve this, it is important to start from the beginning. Also, the Continental Education Strategy for Africa 2016-2025 (CESA 16-25) includes preprimary education as a priority and pillar of investing in education. However, there is still a long way to go on the continent. At the same time, China had a similar context to Africa 40 years ago and has since made huge strides, which Africa can learn a lot from.



The Play and Resilience project has mainly targeted children who are vulnerable, disadvantaged, traumatized, and displaced in three countries, namely Zimbabwe, Nigeria, and South Africa.

Major activities implemented by the project:

- Needs and baseline study (we use the insights to move to)
- Stakeholder sensitization workshop
- Training Materials were developed for stakeholders. They have to be contextualized for the community, but also a high-level toolkit which can be implemented in a universal context.
- Several Capacity Building Trainings (421 in Zimbabwe and 301 in Nigeria)
- Traditional activities were included for various people. We need to do a translation as well and source more traditional practices.
- A Peer Review Meeting among Chinese and African teams was successfully organized by UNESCO IICBA in from 3 to 7 February 2018. A study visit from Zimbabwe and South Africa to China was held from 20 to 25 May 2018. A visit from Chinese colleagues to South Africa was also organized to observe what is on the ground. 14 guests from China were attending.

Major Challenges:

- Nigeria: a) high expectations of community members of the project, such as the provision of toys; b) Escalation of herdsmen-farmers conflict for participants; c) a large number of institutions involved in the project but with

limited operation budget.

- Zimbabwe: leadership changes meant the delay of the project and problems with logistics.
- South Africa: delay in activities during the formation of project teams at the local levels and issues with the budget transfer.

Lessons Learned:

- Critical Mass for enhancing the quality of ECD created by the project
- Strengthen ongoing collaboration and buy-in of relevant government institutions
- The interactions in the Play and Resilience training. There is a relation to health, education, and lifestyle.

Q&A

1. Q: How do we come up with our policy?

A: Policy should be based on evidence-based research that carries weights. We don't need to have a policy on best practices. The reason for the lack of implementation is the lack of the evidence-based approach.

2. Q: How are we scaling?

A: (1) The outcomes of the project can be used and adapted in different parts of Africa, like a teaser. (2) Government's involvement largely shapes the project. Actions should always be at a macro level and then taken forward. (3) Strategy development: We can collaborate on different levels. We need further assistance and technical assistance in general. We also need to build a network among countries like growing an initiative and developing a network. In terms of it, IICBA invited African Early Childhood Network, but they couldn't make it. IICBA has a network and is thinking of using that platform to build on this topic. We will share reports with them for scaling up.

3. Q: Are there plans for periodic assessments of this project? Any M&E?

A: The plan is for the project to have a self-evaluation and an overall evaluation at a later stage. Self-evaluation in each country will be followed up soon. Also, we have designed an integrated M&E, and we have been assessing as well. All relevant stakeholders are encompassing and we hope to keep advancing the objectives of the project.

4. Q: When is the external evaluation done?

A: Our plan is to have it over the summer. We are still deciding how to implement the funding of the evaluation. Also, an outcome framework was already developed at the very start, and we can also see how that can still be implemented.

Country Experiences from South Africa**Ms. Michaeline Thandiwe Dlodlo, South Africa**

In South Africa, the project is being implemented in three remote rural villages in Limpopo, namely Ha Mashaba, Gunda and Gumbu. It was initially led by a consultant who conducted the stakeholder consultations and reports with recommendations for both long and short term. The project was later handed by the Department of Education.



Ms. Dlodlo shared the main actions taken by South Africa. In the beginning, advocacy was organized in Ha Mashaba and then the consultation was held in Gumbu, bringing together community leaders, parents, and government officials from the Department of Education as well as the Department of Social Development. In addition, covered by the Department of Basic Education in Limpopo, a district official visited China and learned about community participation, support and, the non-judgmental approach to play, where children manage their play, i.e. teachers do not determine what children do. The department also motivated communities to donate items for play and bought indoor resources for children.

Important experiences:

- Communities play a very important role in ECCE. No matter their economic status, a community can contribute to the basic needs of children's growth and development through play.
- Play is not about buying new and fancy toys. Every environment has basic resources to create activities. Students should be taught to explore their environment and teachers or caregivers should be trained to use the resources they have to create toys. For example, different areas have very diverse kinds of trees or seeds, which can be good resources for playing and learning.
- Children need to be with other children, not only with adults. This largely improves their confidence, social skills, and well-being.
- Collaboration is very crucial in ECCE. ECCE requires the involvement of various departments related to security, health, education, etc. Every actor, including government, communities, parents, and educators should work closely together.

Challenge:

- Accessing funds should be simpler and the involvement of the department should be more active and direct.

Country Experiences from Zimbabwe

Mr. Peter Muzawazi, Chief Director of the Primary Education, Zimbabwe

Mr. Muzawazi began the presentation demonstrating the background and context of ECD in Zimbabwe. ECCE has already been highlighted by Zimbabwean policy-makers, which led to a policy on establishing ECD segments in primary schools in 2004. Additionally, competence-based curriculum has been established based on the philosophy of ubuntu/unhu which means good human values. He stressed that equity is a highly important part of it. Currently, Zimbabwe is further developing the Education Sector Strategic Plan 2021-2025, including Early Learning Policy Development, Early Learning Standards and Assessment Framework and Early Learning Leadership Development. In this process, community engagement is focused. There is also a New Education Act proposing free education. Besides,

there is a School Health Policy that includes ECD as education and health are intimately combined especially when informing parents.



The Play and Resilience project in Zimbabwe covered 3 rural districts. Six main activities were conducted:

- Needs assessment
- Stakeholder sensitization on project and validation of the report of needs assessment
- Established Play and Resilience implementation plan and implementation team
- Development of training manuals for teacher educators, and parents and community leaders (soft copies were handed out in flash discs to participants)
- Training for stakeholders
- Impact evaluation

Challenges:

- Inadequate facilities in teaching and learning materials
- High learner-teacher ratios (1:70), above recommended 1:20
- Lack of government ability to hire ECCE teachers
- Some learners travel a long distance to school
- Using home to build resilience

The project made considerable impacts on ECD in Zimbabwe. First of all, the essential role of ECCE in education and national development were recognized by all parties especially policy-makers. The project has also been linked to other ministry programs. Synergies and collaboration among stakeholders have been enhanced, which is a major driving force for sustainable development. More specifically, the project achieved good results, such as an increased number of ECD learners in targeted schools, improved resilience of children, and enhanced competences of ECD teachers, including planning, teaching, preparing materials, and environment in play centers.

For the way forward, the policy model will be reviewed for value addition and upscale. Besides, the project will be scaled up to more sensitized schools and other cluster schools. Three teachers training colleges will be incorporated into the Ministry partnerships program for infant education and more teachers will be assigned with critical

responsibilities in the policy.

Q & A

1. Q: How do you package this entire thing for the community?

A: They gave them a project to do and present and made it mandatory for the students to work with parents and the community.

2. Q: High teacher-child ratio in ECD besides paraprofessionals. Why is it?

A: Pupil to teacher ratio is 1:40 at Grade 1. In preschools, that is 1:50/60. Paraprofessionals are not paid by the government but privately paid. The shortage of teachers is an issue and the government has accepted that we should do more.

3. Q: Parents and community were skeptical about how to use play. How did you win them over? How did they contribute to the classrooms?

A: Parents can jointly produce and develop materials for play-based learning. Parents know what to look out for when kids are playing. The project proposal is designed to work with parents who have ECD age children.

Country Experience from Nigeria

Mr. Kalu Kalu-Obasi, National Coordinator of Education 2030, Federal Ministry of Education, Nigeria.

The Play and Resilience project was mainly implemented in two states, namely Adamawa and Ebonyi, in Nigeria by the UNESCO Abuja office.



Mr. Kalu introduced the main activities conducted for the project, which included:

- Needs assessment
- Capacity building of teacher educators, school administrators, teachers, caregivers, and community leaders
- Production of materials, such as a policy brief and manuals on supporting resilience through play in ECCE
- Monitoring visits and documentaries on the project in Nigeria
- Model of ECCE education center, i.e. models for people who want to know and implement ECCE that can be used for rightly actions

Outputs:

- 512 participants (54.3% male, 45.7% female), including 33 policy-makers, 18 teacher trainers, 225 school administrators and teachers/caregivers, 152 parents/family members, and 84 community leaders were sensitized and directly impacted on the need to project play as childrearing and development practice.
- Material development: training manuals for teachers, caregivers, and parents were developed and has been approved by the Universal Basic Education Commission for training ECCE teachers in North East geo-political zone. A policy on supporting childhood resilience through play in ECCE was also prepared.
- Capacity building: 301 (159 males and 142 females) stakeholders, including teacher educators, school administrators, teachers, caregivers, parents, and community leaders were trained on ECCE play and resilience in the 4 focus communities, namely Numan, Guyuk, Ohaozara, and Onicha Local Government Areas, where comprehensive action plans were developed.
- Documentary video on the project.

According to Nigeria's experience, there are a few lessons learned. It was highlighted that partnership leads to more sustained results and community ownership. If the government fully buys into the significance of ECCE and the project, ECCE would have long term, strategic support from the country. For example, Nigeria achieved the integration of Play and Resilience into the teacher training curriculum by the National Commission for Colleges of Education, which will promote the influence of Play and Resilience to the national scale, and institutionalize and specialize ECCE teacher training. In addition, the participatory approach designed in the needs assessment also enhanced the inclusiveness and collaboration among diverse stakeholders.

Challenges :

- Funds were insufficient for curriculum review workshops and tied to specific activities. The flexibility could be improved in the future.
- Lack of capacities of national partners caused unnecessary delays.
- Bureaucratic red tapes during the creation of vendor account and lack of understandings of UNESCO procedure of partners lead to delays on implementation.
- Resource mobilization was not effective enough due to election campaigns and lack of attention from the government.

Other Comments

- Budgeting: if we want to continue capacity building for stakeholders, such as teachers, educators, and teacher trainers, we should put it as an item of the national budget. Based on that, we should make sure the government buys into the importance of ECCE and the project.
- The training is not only about primary school teachers. Specialized ECCE teachers are also needed.
- Parent education should also be focused.

Wrap-up discussion**Dr. Binyam Sisay, Project Officer, UNESCO IICBA**

In this session, Dr. Binyam expressed his appreciation to participants for detailed reports from countries and active discussion. Although, this was not a big-budget project but it has large and impressive ownership. Dr. Patience Awopegba from the UNESCO Regional Office of South Africa (ROSA) also gave thanks to Dr. Binyam on behalf of IICBA for taking over the project midway. Dr. Binyam further said that more evidence and documentation for the work would be helpful. So if there is any evidence, participants should give it to Ms. Ruixi Liu and Ms. Anahita Kumar from IICBA. All PowerPoint presentations, pictures, and other materials relevant to the project will be put on flash drives and given to participants.

Day 2: Thursday 11 July 2019

Recap of Day 1

Dr. Yumiko Yokozeki, Director of UNESCO IICBA, sent her greetings to participants. Following this, Ms. Anahita Kumar and Ms. Ruixi Liu from IICBA briefed the participants on the main points covered during the Day 1 sessions. Dr. Binyam then introduced the agenda for Day 2.

Reflection from China

Dr. Maggie Koong, Global Project Director, Victoria Charitable Trust Fund

Dr. Maggie made a presentation of the implementation of the Play and Resilience project in China. She first introduced the research background of the project. In China, the project mainly targeted left-behind children and migrant children in China. According to Dr. Maggie, left-behind children are a large group of children who stay apart from their parents and usually encounter adversity, including social-emotional or psychological problems. At the same time, another large group of children who migrate with their parents in large cities, called migrant children, are also faced with problems.



She demonstrated the cases of left-behind children in Guangxi (a province in China) and migrant children in Shanghai, demonstrating the importance of examining and building resilience in these groups of children. Following this, Dr. Maggie introduced how the China team designed the project, such as conducting baseline assessment, designing and implementing education intervention, and evaluating and promoting child resilience. Furthermore, the results of the baseline assessment, research methods, and measures were all shared with participants.

There are four main conclusions and implications from the project in China are that:

- The study demonstrated that left-behind children showed the poorest performance in almost all aspects of resilience.
- Children's self-regulation and peer relationships are strong predictors for ECD. In addition, peer relationships

can strongly reflect the level of resilience. These are aspects that we should focus on.

- The development of resilience differed by age. For example, the self-regulation part, when kids get older, they will have a stronger association.
- We should focus on the aspects of resilience of these disadvantaged children in the early years, especially their self-control or self-regulation.

Dr. Maggie also shared good implementations or experiences of education intervention:

- Picture and video books about specific topics, such as self-control and self-management, confidence and peer relationship are being prepared and will be given to parents. This idea could also be applied to the African context, making picture books based on African local stories.
- There are three dimensions of educational training: play-based activities for children, parent workshop, and teacher training.
- The project team includes researchers, kindergarten teachers, as well as graduate students.
- The education intervention not only provided stories, but also involves role play and collective teaching. The latter means that teachers do play-based activities with children while other educators observe the lessons, and later they discuss reflections together.

Two videos were recommended. The first video shows migrant children schools in Shanghai (the video was handed to participants). The other one introduces “Anji Play”, which is an approach of early learning named from Anji, a rural area in a Zhejiang province in China, and now is encouraged and promoted to the whole world (available on <https://www.youtube.com/watch?v=TKbz9WutGAY&t=1s>).

Q&A

1. Q: About Anji play, the teacher-pupil ratio is around 1: 60 in Nigeria’s context. How can one teacher ensure that children are safe and have fun during play? And, getting injured is also a way of learning. But to what extent is this controlled?

A: From the practices, children are usually emotionally ready before they go to play. They are very concerned about their emotion. Children around 5 and 6 years old talk about what they are going to play. Teachers are responsible to set up the environment and routine, but kids are the ones who are responsible to manage their play. It seems automatic, but once we give them the task, they know how to handle it.

Teachers are not there to be policing, they are documenting, taking pictures, videos, etc. So kids are in an environment where they know how they will self-regulate. During the real play, children know what risks they can take. Teachers know the capability of kids before they set up play facilities.

2. Q: In Zimbabwe, there are children whose parents have gone to South Africa. This is similar to left-behind children because their parents only visit them during Christmas or vacation. It would be good to know what efforts have been done to help children to adopt psychologically.

A: One of the good practices is the intergeneration game. Left-behind children are always with their grandparents. So we teach grandparents as well. There is a resource center for training grandparents.

3. Q: How did the research come up with these variables and how to measure them? How can we use these variables or similar ones for play and resilience?

A: About the research and the studies, there is a series of study but in Chinese. Once they have the English one, they will publish internationally. One highlight from the study is the importance of peer-relationship and self-regulation as indicators of resilience.

4. Q: In the Anji play scenario, is the institution residential or come and go?

A: They are all-day school, not residential.

Other Comments:

Dr. Yumiko Yokozeki, Director of IICBA, added that Ethiopia with UNICEF has a Child to Child project in the early learning field. Primary children collect young children for preschool. It is intergenerational and children learn to take

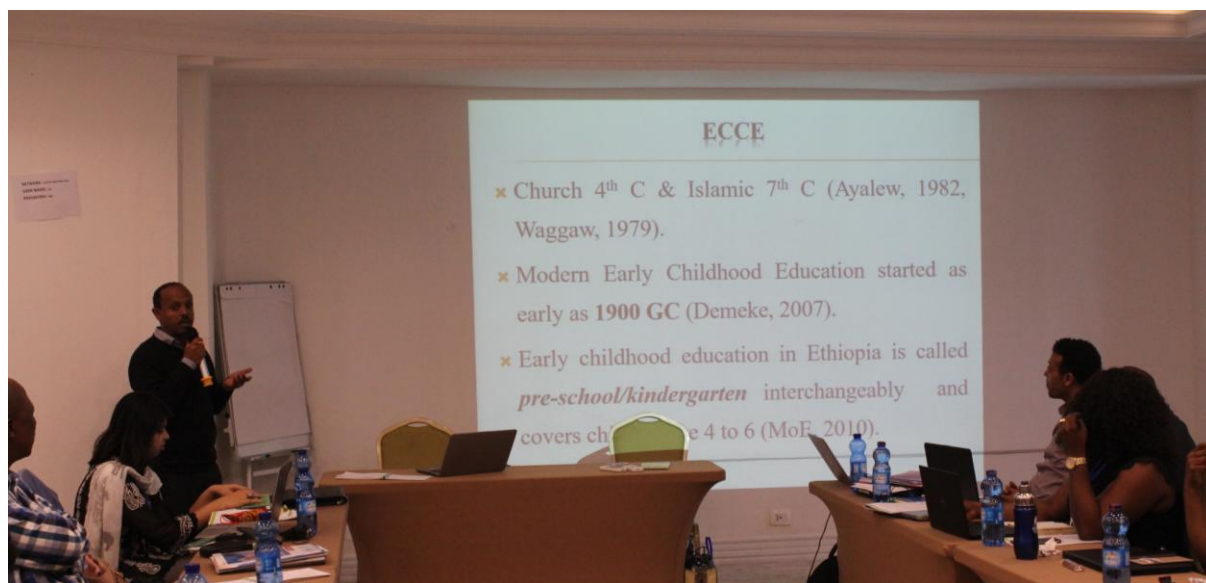
care of younger ones. About the toys, early learning centers in Harar, Ethiopia have been doing a program for 30 years already, teaching mothers how to play toys with children. We not only learn from China, but also have learned a lot of good examples from Ethiopia.

Following this, Dr. Maggie shared that in China, there is a teacher self-made play materials competition during an education carnival every year, which highly encourages teachers to think and create.

Reflection from Ethiopia

Mr. Biniyam Gebereyes, Addis Ababa University

To begin with, Mr. Biniyam introduced the context of ECCE in Ethiopia. It has a long history that can be dated back to the 4th and 7th century in churches. Later, the modern style of early childhood education started in 1900. In Ethiopia, early childhood education is called pre-school or kindergarten and covers children aged 4 to 6.



Mr. Biniyam then presented the progress of ECD in Ethiopia. In 2010, the Ministry of Education developed a National Early Childhood Care and Education Policy Framework. Besides this policy framework, initiatives such as O-class or zero-class (pre-primary class), Child to Child and Accelerated Learning Readiness have been established. Furthermore, the enrollment rate increased from 5.3% to 40% and awareness has been raised among parents and academic institutes. Mother tongues are also encouraged in early childhood education.

Additionally, limitations were demonstrated:

- Classrooms are not so active. Teachers and facilitators are mainly lecturing. Schools are not integrating children in creative and imaginative skills.
- Lack of ECCE specialized teachers.
- Lack of play materials and spaces for ECCE. Outdoor play materials are made of metals and not a child-friendly size or used for pedagogical purposes. Children are often denied play time and play materials.
- Absence of professional support for children with disabilities.
- Parental involvement is minimal.
- Supervisory role is inspection-related not supporting.

In general, preschool is merely regarded as a downward extension of existing primary schools in Ethiopia. Mr. Biniyam expressed his appreciation for the Play and Resilience project and hopes it can be expanded to Ethiopia.

Other Comments:

The representative from UNICEF Ethiopia Ms. Maekelech Gidey added that one of the major problems is the language of instruction. Preschools are forcing kids to only speak in English and parents do not want to pay premium rates for Amharic. Thus, we need to accelerate curriculum development for a one-year preprimary education program.



Discussion on the Scalability and Sustainability of Project Results

During this session, Dr. Binyam led a discussion on the project framework and the impacts wanted to be made at the end of the project. He reviewed outcomes, outputs, and expected results that are promised to be delivered from the project. In order to open group discussion, four sustainability strategies were explained: technical, institutional, financial, and social sustainability.



Group Discussion

Participants were divided into two groups to discuss two questions:

1. What are the major sustainability components of the project (technical, institutional, social and financial)?
2. What are some of the most scalable activities/initiatives in the project?



Group A

Sustainability components:

- Policy integration: how do we integrate our project into existing policies?
- Technical: we have an existing critical mass that has been trained and sensitized on relevant issues. We can extend them to the project. The project could also be further expanded to the clusters in the school.
- Institutional: integrating our project with the curriculum of our training centers. It must now be embed in pre-service and in-service training.
- Social: champion/advocacy for play and resilience in different levels, have a face of the program, ambassadors, community leaders, faith/religious leaders. Also, private sectors should come to the party.
- Financial: we must begin our budget in our government. It is our responsibility to convince our policy-makers, to make sure they buy into the project and are fully aware of the critical role of ECCE in national development. It should be visible in government strategies, operation or plans.

Scalable components:

- Resource development
- Training: scaling up would be informed by the lessons that we land in our initial training
- Collaboration in different levels: schools, line ministries within governments, countries, continents (we already have China, what else could we draw our lessons from)
- Research
- Monitoring and Evaluation

Group B

Sustainability components:

- Technical sustainability: 1) Ownership; 2) Capacity development of key actors; 3) Curriculum development, both in-service and pre-service; 4) Methodology: formal and non-formal; and 5) Material development
- Institutional sustainability: 1) Policy-making; 2) Mainstreaming the play and resilience project at all levels (regionally, nationally, internationally); and 3) Leadership
- Financial sustainability: 1) Expand the pool of experts for resource; 2) Local available resources; and 3) Put it into the national budget
- Social sustainability: 1) Partnership in both national and regional level; and 2) Advocacy and sensitization

Scalable components:

Aspects, such as ownership, budgeting, and increasing capacity are scalable things we should look at in the future. It was added that increasing visibility and knowledge management is also important. Let community, institutions, and

all relevant stakeholder know.

Closing Remarks

Dr. Binyam sent great appreciation to all participants. The seminar gained fruitful insights from countries and helped to reflect and make assignments for the future. Additionally, participants received USBs with documents of the project. For the follow-up, the toolkit and final report will be revised and released to all partners. IICBA will make a 3 to 5-minute video clip for the project and post it online. Dr. Yumiko expressed her impressed feeling for all reports and stressed the importance of research and evidence-based policy. The seminar was concluded by an award ceremony by Dr. Maggie for implemented partners.



Annex: Program Agenda

Wednesday 10 July 2019		
08:00–09:00	Registration	UNESCO-IICBA
09:00-10:00	Welcome <ul style="list-style-type: none"> Address by Dr. Binyam Sisay, Project Officer, UNESCO IICBA Address by Dr. Maggie Koong, Global Project Director, Victoria Charitable Trust Fund (VCTF) Introduction of participants and agenda Group Photo 	Dr. Binyam Sisay (UNESCO IICBA)
10:00-10:20	<i>Coffee Break</i>	
10:20-11:00	Launching of the Play and Resilience toolkit	Dr. Binyam Sisay (UNESCO IICBA)
11:00-12:30	Progress Report of the Play and Resilience project in Africa <ul style="list-style-type: none"> Q&A 	Dr. Binyam Sisay (UNESCO IICBA)
12:30-14:00	<i>Lunch</i>	
14:00-15:00	Country Experiences: Zimbabwe <ul style="list-style-type: none"> Achievements and challenges Q&A 	Dr. Patience Awopegba (UNESCO ROSA)
15:00-16:00	Country Experiences: South Africa <ul style="list-style-type: none"> Achievements and challenges Q&A 	Dr. Hungi Njora (UNESCO IICBA)
16:00-16:20	<i>Coffee Break</i>	
16:20-17:20	Country Experiences: Nigeria <ul style="list-style-type: none"> Achievements and challenges Q&A 	Ms. Ngozi Onyedikachi Amanze (UNESCO Abuja)
17:20-17:40	Wrap-up Discussion	
Thursday 11 July 2019		
9:00-09:20	Report from Day 1	Ms. Ruixi Liu and Ms. Anahita Kumar (UNESCO IICBA)
09:20-10:00	Reflection from China	Dr. Maggie Koong (Victoria Charitable Trust Fund)
10:00-10:30	Reflection from Ethiopia	Mr. Biniyam Gebereyes (Addis Ababa University)

10:30-10:45	<i>Coffee Break</i>	
10:45-11:40	Discussion on the scalability and sustainability of project results	Dr. Binyam Sisay (UNESCO IICBA)
11:40-12:00	Closing Remarks	Dr. Yumiko Yokozeki, (UNESCO IICBA) Dr. Maggie Koong (Victoria Charitable Trust Fund)