Approaches to Early Childhood Programs

TRAINING FOR EARLY CHILDHOOD CAREGIVERS AND TEACHERS

CRS CATHOLIC RELIEF SERVICES®

faith.
action.
results.

CONRAD N. Hilton FOUNDATION

Approaches to Early Childhood Programs

TRAINING FOR EARLY CHILDHOOD CAREGIVERS AND TEACHERS

This guide is part of a series of manuals that focuses on six topics in Early Childhood Development (ECD): different programming approaches, basic concepts, assessments, early childhood environments, children with special needs and child protection, and the health, safety and nutrition of young children. The series was prepared within a three-year CRS-led project called "Strengthening the Capacity of Women Religious in Early Childhood Development," or "SCORE ECD." Funded by the Conrad N. Hilton Foundation, the project helps Catholic sisters in Kenya, Malawi, and Zambia in their work with children aged 0-5 years and their families. The project is being implemented from January 2014 to December 2016.

Table of Contents

Introduction

EARLY CHILDHOOD DEVELOPMENT CURRICULUM

PURPOSE

The purpose of the six-part series of manuals is to strengthen the technical capacity of women religious and congregations in Kenya, Malawi, and Zambia that are involved in Early Childhood Development (ECD). The curriculum was created within the CRS-led project called "Strengthening the Capacity of Women Religious in Early Childhood Development," or "SCORE-ECD," funded by the Conrad N. Hilton Foundation and led by Catholic Relief Services (CRS). CRS is a partner in the Hilton Foundation's strategy to improve the developmental outcomes of the youngest children affected by HIV/AIDS.

This curriculum is intended for use with children ages 0-5. It is tailored to the needs of ECD service providers, especially the congregations and includes case studies based on sisters' experiences. It serves SCORE ECD countries, Kenya, Malawi and Zambia as an ECD training resource. For example, the government of Malawi utilizes this curriculum in its regional training of ECD workers and caregivers (See Forward Letter).

The curriculum consists of six ECD resource guides for sisters and congregations, with corresponding guides for the facilitators who carry out the training. It also has a pre-posttest document for gauging the knowledge and skills of trainees before and after the sessions. The six manuals cover:

- Approaches to Early Childhood Development
- Early Childhood Development
- Assessing Young Children
- Quality Early Childhood Environments for Young Children
- Children with Special Needs and Child Protection
- Health, Safety, and Nutrition.

GOALS

The goals of the curriculum are to ensure that young children:

- Have high-quality, consistent, and safe relationships with their caregivers.
- Are treated holistically by their caregivers, with attention to their health, nutrition, safety and protection, as well as all areas of their development: spiritual-moral, physical-motor, cognitive-language, and social-emotional.
- Are protected from psychological and physical harm, and that their rights to survival, growth, and participation are fully met, with special attention to children with special needs such as orphans and vulnerable children (OVC) and children with disabilities.

- Are cared for in a culturally appropriate manner, with respect for their values, beliefs, experiences, and language, as well as those of their caregivers, families, and communities.
- Grow up and learn in a safe, healthy, nutritious, inclusive, and stimulating environment, with sufficient opportunities for play, creativity, exploration, physical movement and sensory manipulation of objects, and social and individual activities for indoor and outdoor play.
- Receive care from responsive and sensitive caregivers and teachers who manage their behavior in a loving way rather than through harsh punishment.
- Are regularly observed so that their progress can be documented and they receive a timely and appropriate interventions.

TOPICS

The guides cover the following topics:

Resource Guide 1: Approaches to Early Childhood Programs
Session1: Standards for Quality Early Childhood Programs
Session 2: Understanding Young Children
Session 3: Supporting Child Development through Holistic Approach and Play

Resource Guide 2: Introduction to Early Childhood Development
Session 1: Early Childhood Development
Session 2: Development and Intervention of Infants and Toddlers
Session 3: Development and Intervention of Preschool-age Children

Resource Guide 3: Assessment of Young Children's Development
Session Topic: Using Observation and Documentation for Ongoing Assessment of Young Children

Resource Guide 4: Quality Early Childhood Environment for Young Children
Session 1: The Physical Environment
Session 2: Group Activities in Early Childhood Environments
Session 3: Program Planning in Early Childhood Environments
Session 4: Supporting Young Children in Language and Literacy
Session 5: Supporting Young Children in Early Mathematics
Session 6: Administration of Early Childhood Programs

Resource Guide 5: Young Children with Special Needs and Protection
Session 1: Young Children and Disabilities
Session 2: Vulnerable Children: Young Children Living with and Affected by HIV and AIDS
Session 3: Child Protection

Resource Guide 6: Health, Safety, and Nutrition
Session 1: Health and Safety of Young Children
Session 2: Growth and Nutrition of Young Children

DOCUMENTS NEEDED DURING THE TRAINING

- Trainees and facilitators must have a copy of the ECD Resource Guides.

- Facilitators must have a copy of the facilitator's guides (Note: If the training is for master trainers, each one of the master trainers/trainees will receive the facilitator's guide upon completing the training).

- Facilitators need to have the following resources for the training:

  - Pre-posttest questionnaire to be administered before the training begins and after the training is completed (The organizer of the training must prepare copies of these materials).

  - *National ECD Policy documents of trainees' country for Resource Guides 1 & 4* (For example, for SCORE project trainees, national policy documents of Malawi, Kenya, and Zambia are used).

  - *Care for Child Development (2012) by UNICEF-WHO* Resource link: http://www.who.int/maternal_child_adolescent/documents/care_child_development/en/

  - *Play for Growing Smart Children: Things You Can Do and Toys You Can Make Manual* Resource Link: http://www.crs.org/our-work-overseas/research-publications/using-play-growing-smart-children

  - Copies of CRS Lesotho *"Whose Child Is This?" Positive Parenting Counselling Flip Book* (Note: The organizer of the training needs to make copies of these tools) http://www.crs.org/our-work-overseas/research-publications/ngoana-eo-ke-oa-mang

  - UNICEF's *Integrated Management of Childhood Illness: Caring for the child's healthy growth and development—A training course for community health workers (2012).* (The organizer of the training must prepare copies of these materials).

SUMMARY OF TRAINING ACTIVITIES IN THE FACILITATOR'S GUIDE

FACILITATOR'S GUIDE TOPIC	SESSION TOPIC	SUGGESTED LENGTH OF SESSION	SUGGESTED TRAINING DAY
Adult Learning	How to Work with Groups	2 hours	**Day 1**
Pre-posttest	Introduction and Pre-test	1 hour & 30 Minutes	**Day 1**
Resource Guide 1. Approaches to Early Childhood Development	**Session 1.** Standards for Quality Early Childhood Programs Closure: Session and Training Evaluation	5 hours & 15 Minutes	**Day 1**
	Session 2. Understanding Young Children Closure: Session and Training Evaluation	3 Hours & 30 Minutes	**Day 2**
	Session 3. Supporting Child Development through Holistic Approach and Play Closure: Session and Training Evaluation	4 Hours	
Resource Guide 2. Introduction to Early Childhood Development	**Session 1:** Early Childhood Development Closure: Session and Training Evaluation	3 hours & 45 minutes	**Day 3**
	Session 2: Development and Intervention of Infants and Toddlers Closure: Session and Training Evaluation	6 hours	**Day 4**
	Session 3: Development and Intervention of Preschool-age Children Closure: Session and Training Evaluation	4 hours & 30 minutes	
Resource Guide 3. Assessment of Young Children's Development	**Session 1.** Using Observation and Documentation for Ongoing Assessment of Young Children Closure: Session and Training Evaluation	6 hours & 15 minutes	**Day 5**
Resource Guide 4. Quality Early Childhood Environment for Young Children	**Session 1.**The Physical Environment Closure: Session and Training Evaluation	6 hours & 15 minutes	**Day 6**
	Session 2. Group Activities in Early Childhood Environment	3 hours & 45 minutes	**Day 7**
	Session 3. Program Planning in Early Childhood Environment Closure: Session and Training Evaluation	3 hours & 30 minutes	
	Session 4. Supporting Young Children in Language and Literacy Closure: Session and Training Evaluation	6 hours & 15 minutes	**Day 8**
	Session 5. Supporting Young Children in Early Mathematics Closure: Session and Training Evaluation	6 hours & 30 minutes	**Day 9**
	Session 6. Administration of Early Childhood Program Closure: Session and Training Evaluation	2 hours & 30 minutes	
Resource Guide 5. Young Children with Special Needs and Protection	**Session 1.** Young Children and Disability Closure: Session and Training Evaluation	5 hours & 15 minutes	**Day 10**
	Session 2. Vulnerable Children: Young Children Living With and Affected by HIV and AIDS Closure: Session and Training Evaluation	3 hours & 45 minutes	**Day 11**
	Session 3. Rights and Protection of Young Children	3 hours & 45 minutes	
Resource Guide 6. Health, Safety and Nutrition	**Session 1.** Health and Safety of Young Children Closure: Session and Training Evaluation	3 hours & 30 minutes	**Day 12**
	Session 2. Growth and Nutrition of Young Children Closure: Session and Training Evaluation	1 – 3 days	**Day 13, 14, & 15**
Conclusion of Training	**Posttest**: Closing the Training and Administering Posttest	1 hour & 30 minutes	**Day 15**
Total			**15 days**

REFERENCE DOCUMENTS

CRS referred to a wide range of documents in preparing this curriculum. It especially draws on materials developed by the CRS office in Lesotho in their "Whose Child is This?" project, with generous support from the Better Way Foundation. We would like to acknowledge Carmen Randall who provided the illustrations, as well as the original authors of the "Whose Child is This?" Teacher Resource Guide: Sue Connolly, Edith Sebatane and Dr. Pulane Lefoka. Special thanks to CRS staff who supported the development of the Lesotho materials (Chandreyee Banerjee, Rita Billingsley, Sarah Cashore, Anne Sellers, Ana Maria Ferraz de Campos, Ashley Rytter, Setungoane Letsatsi-Kojoana and Blain Cerney), as well as UNICEF, the Lesotho Ministry of Education and Training ECCD Unit, and the Lesotho Ministry of Health." Below are these main resources. (Note: Detailed references are provided in the bibliography sections of each resource guide).

CRS Lesotho *Ngoana Eo Ke Oa Mang?* ECD Teachers Resource Guide (2012)
CRS Lesotho *Ngoana Eo Ke Oa Mang?* Parent and Caregiver Training Manual (2012)
CRS Lesotho *Ngoana Eo Ke Oa Mang?* Early Learning Flip Book (Counseling Card) (n.d.)
CRS-THRIVE Using Play For Growing Smart Children: Things You Can Do and Toys You Can Make Manual (2014)
CRS THRIVE *Malawi Kaleredwe Kabwino Ka Mwana*-Positive Parenting Counseling Card (2015)
CRS Training Curriculum on Psychosocial Care and Counseling for HIV-Infected Children and Adolescents (2009).
CRS India Teaching Guide For Early Child Development Interventions For The Missionaries of Charity (n.d.)
CRS Theory of Change in Early Childhood Development: The CRS Global ECD Model (2014)
CRS Parenting Support in Africa: A Facilitator's Manual (2014)
CRS Policy on Protection (2014/2015)
CRS Partnership and Capacity Strengthening Basic Training Guide: Adult Learning Basics, CRS Institute for Capacity Strengthening (2015)
WHO-UNICEF Care for Child Development (2012)
WHO-UNICEF IMCI Caring for the Child's Healthy Growth and Development-Training Course for Community Health Workers (2012)
Essential Package-CARE, Save the Children and the Consultative Group on Early Childhood Care and Development (CG) (2012)
Case Stories from the Catholic Sisters' Lived Experience with Young Children, Families, and Communities in Zambia, Kenya, and Malawi.
Pact-Yekokeb Berhan Volunteer Orientation Guide: How to Care for Children with Disabilities (2014)
Catholic AIDS Action Building Resilience in Children Affected by HIV/AIDS, Namibia (2003).
Concern International Say and Play Project (2009)
National ECD Policy Documents of Kenya (2006), Malawi (2008), and Zambia (n.d.).
Archdiocese of Hartford Catholic Schools-Early Childhood Curriculum Standards (2012).
Republic of Malawi National ECD Advanced Training Manual (2012).
Association of Childhood Education International Global Guidelines Assessment/ACEI-GGA (2011).
National Association for the Education of Young Children (naeyc.org). Early Childhood Program Standards for Accreditation (2009).
National Association for the Education of Young Children (naeyc.org). Developmentally and Culturally Appropriate Practice (2009).
Johns Hopkins University and Maryland State Department of Education-Healthy Beginnings: Supporting Development and Learning from Birth Through Three years of Age (2010).
Young Child: Development from Pre-Birth Through Adolescence by Wittmer, Petersen, and Puckett (2013).
Infants, Toddlers and Caregivers: A Curriculum of Respectful, Responsive Care and Education by Gonzalez-Mena & Widmeyer Eyer (2012).
The *Lancet* Series on Nutrition and ECD

CRS SCORE ECD Project	
Michelle Gilfillan	Reviewed curriculum and contributed ECD links and resources from CRS peer organizations e.g. WHO's Care for Child Development
Sr. Pauline Silver Acayo	Reviewed and provided input on guidelines for *Spiritual Care and Support of Young Children*; facilitated the review of the ECD curriculum by government representatives, SCORE national ECD Advisory Committee, sisters associations, and ACWECA
Selamawit Tadesse, CRS-SCORE Technical Advisor, ECD	Wrote the six-module *CRS-SCORE ECD Curriculum*, including pre-posttest and session and training evaluation forms
CRS SCORE ECD Curriculum Review Committee	
Sr. Pauline Silver Acayo, SCORE ECD Project Coordinator	Needs/gaps assessment and analysis of sister congregations' technical ECD capacity
Daniel Oloo, SCORE Program Manager/Kenya	Needs/gaps assessment and analysis of individual sisters' ECD technical knowledge and skills capacity
Sr. Jane Wanjiru, SCORE Program Coordinator, Association of Sisterhood Kenya (AOSK)	Identified and selected ECD materials, including national ECD policy documents
Bertha Phiri, SCORE Program Manager /Zambia	Reviewed the ECD curriculum with particular attention to children aged zero to two, spirituality, inclusiveness, cultural appropriateness, and practicality of training objectives, activities, materials, and duration of training sessions
Sr. Astridah Banda, SCORE Program Coordinator, Zambia Association of Sisters (ZAS)	
Clara Joaki & Monica Chiwalo SCORE Program Managers/ Malawi	
Sr. Rebecca Mathole, SCORE program Coordinator, Association of Women Religious in Malawi (AWRIM)	Contributed case stories from sisters' lived experiences with young children, families, and communities
	Reviewed the curriculum's pre-posttest questionnaire
	Reviewed the session and training evaluation form
Selamawit Tadesse, CRS-SCORE Technical Advisor, ECD	Piloted the ECD curriculum
Sister Congregations Associations	
Sr. Eneless Chimbali - Secretary General, Association of Consecrated women in East & Central Africa (ACWECA)	Reviewed the ECD curriculum with special focus on ECD spiritual guidelines
Sr. Agnes Wamuyu Ngure Executive Secretary – Association of Sisterhoods of Kenya (AOSK)	Reviewed all resource guides with special attention to *Resource Guide 1: Guideline for Spiritual Care and Development of Young Children*
Sr. Mary Magdalen Ndawala T.S., Executive Secretary – Association of Women Religious in Malawi (AWRIM)	Reviewed all resource guides with special attention to *Resource Guide 1: Guideline for Spiritual Care and Development of Young Children*
Sr. Anne Phiri Executive Secretary – Zambia Association of Sisterhoods (ZAS)	Reviewed all resource guides with special attention to *Resource Guide 1: Guideline for Spiritual Care and Development of Young Children*

SCORE ECD Global Advisory Committee	
Sr. Susan Calre Ndezo Vice Cahir of Association of Religious Women in Uganda (ARU) Sr. Eneless Chimbali – Secretary General, Association of Consecrated women in East & Central Africa (ACWECA) Sr. Prisca Matengo – Chairperson of ACWECA Sr. Anne Christine Kizza – Superior General of Our Lady of Reparatrix Sr. Jane Wakahiu – Executive Director, Association of Sisters Educational Collaborative (ASEC) and Sisters Leadership Development Initiative (SLDI). Sr. Jane Kailu Thomas – Program Officer Human Rights Program and National AOSK Justice and Peace Commission Sr. Mariana Bbalo – Member of ACWECA Executive Nancy Freeman, Member of Global Advisory Committee based in U.S.A.	Reviewed all of the resource and facilitation guides of the ECD curriculum
UNICEF, Zambia	
Given Daka – Education Specialist (ECD) UNICEF Gibson Nchimunya – Education Officer-ECD UNICEF	Provided UNICEF resources: Integrated Management of Childhood Illness Caring for the child's healthy growth and development adopted in Resource Guide 6
Save the Children, Zambia	
Brighton Nchimunya – Essential Package Specialist Save the Children	Facilitated a MOU between CRS Zambia and Save the Children, Zambia to adapt the Essential Package into SCORE ECD curriculum and train sisters on the EP.
National ECD Office	
Ms. Wenyaa Nasaba – Assistant Director – Quality and Standards; Ministry of Education, Nairobi Kenya.	Contributed ECD policy documents and standards for quality early childhood environment
Malawi Ministry of Gender, Children, Disability and Social Welfare	Accredited the CRS-SCORE ECD Curriculum to be used a national resource for training ECD service providers including sisters.
SCORE ECD National Advisory Board	
Francis Chalamanda – Ministry of Gender, ECD, Children, disability and social welfare – Malawi Mike Maulidi – District social welfare officer – Malawi Martha Sitali – Ministry of Education and ECD in Zambia	Reviewed all of the resource and facilitation guides of the ECD curriculum

Adult Learning: How to Work with Groups[1]

LEARNING OBJECTIVES

By the end of this session, participants will be able to:

- Describe key adult learning concepts and principles
- Conduct or facilitate trainings in a way that is rooted in adult learning principles, and is interactive, meaningful and fun to their trainees.

SESSION LENGTH: 2 HOURS

SESSION OUTLINE

ACTIVITY	SUGGESTED TIME
1. Learning by Doing and The Role of the Facilitator	15 minutes
2. Learning from Experiences	15 minutes
3. Principles of Adult learning	30 minutes
4. Guidelines for Facilitation	30 minutes
5. Techniques for Working with Groups	30 minutes
Total	**2 hours**

SESSION PLAN AND PROCEDURE

Note to the Facilitator:

- This session is most important for trainees whose goal is to become facilitators/master trainers. Therefore, provide training on this session based on the goal of your training.
- Below are *two suggested options* for conducting the Adult Learning Session:

    Option 1: Prepare your own session plan and preparation (session format, materials and activities,) using the information below: **Adult learning: How to work with groups**

    Option 2: Use the link http://www.ics.crs.org/course/partnership-basics-introduction-crs-approach-partnership on **Adult Learning Basics** in Section: **A Partnership and Capacity Strengthening Basics: A Guide for Facilitator's**—Institute for Capacity Strengthening, Catholic Relief Services (CRS)

---

1   (CRS Institute for Capacity Strengthening, 2015); (CRS-Lesotho, 2012)

Group leaders or facilitators will need to understand the best way for group members to learn. This section[2] provides ideas and methods that will make meetings and workshops meaningful and fun.

LEARNING BY DOING

People learn best when they are actively involved. Participatory learning is an approach to working with adults that encourages them to:

- Think for themselves
- Learn from their own experiences
- Share their knowledge and ideas
- Learn from one another
- Work together to solve problems
- Take responsibility for their own learning

The role of the facilitator or group leader in the participatory learning process is to create an environment where everyone is able to participate equally and ensure that teaching techniques make the most sense for the targeted participants.

LEARNING FROM EXPERIENCES

People learn when they take the time to reflect on their experience to better understand why things happened the way they did. This will help them find ways to do things differently and improve on them for the future. The experiential learning cycle is a model we can use to ensure that participants get the most out of a learning experience. A person needs to pass through each stage in the cycle in order to learn from the experience.

There are four steps to this cycle:

6. Do something.
7. Reflect on what happened. What went well? What did not go so well?
8. Think about why things happened the way they did. What have you learned?

Use what you learned to plan for next time. When we use the experiential learning model we plan activities in which participants are actively involved and then asked to reflect on an experience in order to learn from it.

---

2   CRS Capacity Strengthening (2015); CRS, Lesotho (2012).

THINK LOOK PLAN DO THINK LOOK PLAN DO THINK LOOK PLAN DO
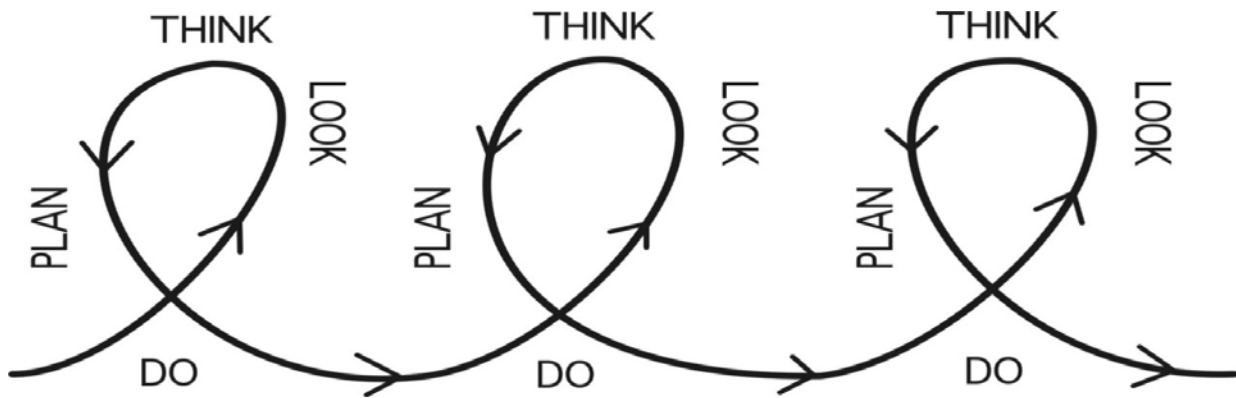
PRINCIPLES OF ADULT LEARNING

In addition to reflecting on and learning from experiences, it is good practice to be aware of key adult learning principles. Effective adult learning is usually rooted in the following principles:

Engagement: Learners need to be engaged in learning to learn.

Inclusion: Learners want to feel included and valued.

Respect: Learners want to feel their ideas, experiences, knowledge, culture, and everything about them is respected and honored.

Learning styles: All learners have different learning preferences (auditory, visual, or kinesthetic), so each session should offer options for each of these learning styles.

Immediacy: Learners need to know when they will need to use the new content. If you can highlight upcoming opportunities to use the content, more learners will engage.

Safety: Learners need to feel emotionally, physically, and psychologically safe enough to share personal stories, ask difficult questions, and offer challenging ideas.

Relevance: Learners need to understand how each session is relevant and important to them and their lives. If someone cannot see the relevance, they will disengage.

See, hear, do: All learners need to see and hear new content, and then do something with it. They need to have time to test it, challenge it, and try it out.

Sequence: Learning needs to happen at a natural pace and move from simple to complex. If the learners are lost, confused, or disinterested, there may be an issue of sequence.

Source: Vella, Jane. www.globallearningpartners.com

GUIDELINES FOR FACILITATION

Understanding how adults learn is important, but there are also some practical steps facilitators can take to make learning successful.

1. **Identify the participants.** Think about the purpose of the workshop or meeting and the people who will benefit from the experience. Make sure to think through who the target audience is and why.

2. **Consider how the group will work together.** It is important that all participants be able to participate equally, so think about whether you want to invite people with similar experiences or people of the same gender or age group to attend

the workshop. What is the experience level of the audience? What might be the dynamics among participants?

3. **Design and prepare well.** Be clear about what you want to achieve in each meeting and *take time to plan in detail. Remember that in general it takes at least one day to design each day of a training event*, even after initial planning conversations.

4. **Plan and check logistics.** Organize the venue, refreshments, and all logistics well in advance and check on them frequently. Set up the room in advance. Think about the best way to arrange the chairs so that everyone can participate, e.g., in a circle. Write down an agenda as well as the purpose of the meeting to share with the participants at the beginning of the meeting. Also, prepare all handouts and facilitator's notes, flipcharts, PowerPoint, etc.

5. **Design the training in a way that makes sense to adults.** Remember at all times that participants are experienced adults. Remember to involve them first, learn through doing, and build on experiences.

6. **Treat the participants with respect.** Encourage them to share their own knowledge and ideas and to learn from one another's experiences.

7. **Encourage everyone to fully participate and try new things.** At the same time, be sensitive to those shy participants who may take longer to develop confidence and contribute in the group.

8. **Speak clearly and try to avoid jargon.** Use simple everyday words to explain concepts and summarize discussions to make sure that everyone understands.

9. **Be open and flexible.** Be prepared to make changes to the agenda to accommodate the specific needs of the group.

10. **Listen carefully.** Show the participants that you are listening by nodding your head or smiling, and don't interrupt. Try to understand what the person is saying and feeling.

11. **Invite groups to address their own problems by giving them opportunities to find solutions from within their own community.** There will usually be at least one person in the group who is able to "think outside the box" to solve a problem. Use the experiential learning cycle to reflect on and learn from your own experiences and improve your performance.

12. **Ask questions that help the participants think more about an issue.** Questions that help people to think often start with "Why…?" or "How…?" or "What if…?"

13. **Remember that opinions are not "right" or "wrong."** Create a safe space where participants are free to express their opinions without judgment, and help the group to understand one another's viewpoints.

14. **Avoid too many presentations.** Remember that sitting still and listening to one person talking is hard, and can easily drain energy.

15. **Keep the goals in mind throughout the training.** Always keep in mind the overall narrative of the training. Continue to reference the training objectives and goals throughout the program.

TECHNIQUES FOR WORKING WITH GROUPS

Group leaders and facilitators can use a range of techniques during their meetings and workshops.

1. **Small group discussions**: During small group discussions, the participants share their ideas and experiences, or solve a common problem. Following each small group discussion the participants report back so that each group can share their ideas. In small groups people feel more relaxed and willing to speak openly. This provides an opportunity for every person in the group to contribute.

   Steps in facilitating a group discussion

   A. Clearly explain the purpose of the small group discussion and any instructions that are required to complete the task.

   B. Divide the participants into small groups, e.g., by counting off.

   C. Ask each group to choose a leader who will get the discussion started and make sure that everyone gets a chance to share their ideas. Each group should also identify someone who will record the ideas on paper.

   D. Give groups a time frame and let them know a few minutes in advance when the time will be up.

   E. Have the groups share their ideas with one another.

2. **Brainstorming**: This is a way to generate a collection of ideas. A topic or question is introduced and people are invited to share their ideas freely. In the first stage of brainstorming all ideas are written down without interruption or discussion. After the brainstorm the ideas are discussed and evaluated.

3. **Role-play**: The participants act out real life situations to demonstrate how a problem could be solved or to show how someone would behave in a given scenario. After the role-play, the participants discuss the issues that have been raised. Role-play is a useful way of exploring different points of view.

   Steps in facilitating a role-play

   A. Provide all of the groups with one scenario, or provide different scenarios for each group. Explain the basic plot and ask the group members to take on the role of different characters. Depending on the purpose of the role-play you may need to provide details on how the situation will unfold.

   B. Walk around as the groups prepare their play to make sure that all group members are involved and that there is time for groups to practice before presenting their play.

   C. Make it clear that other groups need to carefully watch and listen as the play is being presented.

   D. De-role the players after each role-play so that they know that they are stepping outside of the character they have played. For example, ask each player how he/she felt playing the role.

   E. Invite discussion and questions after each role-play to bring out important points.

4. **Presentation**: A presentation is used to provide information or to summarize the key points of the workshop or meeting. Think carefully about how to present this information so that it will hold the participants' interest.

   Steps in preparing a presentation

   A. You should know your topic well and plan what you want to say.
   B. Write the key points on newsprint, the board, or another visual aid. Make sure that it will be clearly visible to all of the participants in the room.
   C. Think of an interesting way to get the information across. For example, tell a story or use local experiences to communicate important points. Ask questions that encourage responses and keep the participants interested.
   D. Keep the presentation short. Most people can only listen for 15 to 20 minutes.
   E. Invite the participants to comment or ask questions at the end of the presentation.

5. **Icebreakers and games**: There are many uses for icebreakers and games:
   - Icebreakers can help participants get to know one another better in the first meeting or at the beginning of a workshop.
   - Games can re-energize participants when they are tired or have been sitting for a long time.
   - Games can be used to introduce a topic or help the participants to think about a topic.

Be sure that you know how the game or icebreaker works and that it is culturally appropriate. If you are not sure, try it out before you use it and/or ask someone who knows your audience well if they think it will work. Make sure that you give everyone clear instructions about what to do.

IDEAS FOR ICEBREAKERS AND GAMES

Here are a few sample icebreakers and games that can be used with groups:

- **"Body greeting"**: Participants find a space in which to stand. The facilitator shouts out a part of the body (such as a knee). Everybody has to greet as many others as quickly as possible saying a greeting and using that part of the body; for example, saying "good morning" and touching knees together. The facilitator then shouts out another part of the body and the activity is repeated. As this game involves touching it may not be culturally appropriate in some countries.
- **"This is how I feel"**: The participants stand up one at a time, state their name, and use an adjective, starting with the same letter as any in their name, to describe how they are feeling at that moment; for example, "I'm Anne and I'm nervous."

Here is an energizer activity:

- **"Ball game"**: Make five balls using paper and tape. Have everyone stand in a wide circle. Each participant throws the ball to a different participant across the circle until everyone has caught and thrown back the ball once. Ask the participants to throw

the ball around the circle again in the same order until a pattern is established. Keep the pattern going and slowly introduce more balls one-by-one until the group is effectively "juggling" a number of balls at the same time.

Here is a game to help people think:

• **"Knotty problem"**: This game shows people that they, not outsiders, are best positioned to solve their own problems. Two people from the group should volunteer to leave the room. The participants form a circle, holding each other by the hand. They then tie themselves–without letting the hands go–into a firm knot. The volunteers are asked back into the room to untangle the knot, giving only verbal instructions to the group. After three minutes the facilitator calls "Stop!" You will see that the volunteers will not succeed in solving the problem. Ask them to join the group and repeat the exercise, this time letting the group disentangle itself (this should take about 20 seconds). As feedback, encourage people to relate the game to their own lives.

Note: For more games, refer to the *100 Ways to Energize Groups* by International HIV/ AIDS Alliance: *Supporting Community Action on AIDS in Developing Countries*, (1990)*. http://www.icaso.org/vaccines_toolkit/subpages/files/English/energiser_guide_eng.pdf

Pre and Posttest

LEARNING OBJECTIVES

By the end of the pre-posttest the trainer/facilitator will be able to:

- Determine changes in technical early childhood development (ECD) knowledge and skills of trained participants
- Check and identify trainees' progress and learning needs in ECD and plan next steps for improvement, as appropriate.

PRE-POSTTEST OUTLINE

ACTIVITY	SUGGESTED TIME
1. Welcome and Introduction of the Training	30 minutes
2. Administering the Pre-test to all participants before the training begins	60 minutes
Total	**1 Hour & 30 Minutes**

Note to the Facilitator: Administer the post-test immediately after the entire training ends.

MATERIALS

- Pre-Posttest handout per trainee. The Pre-Posttest documents accompany this Facilitator's Guide

PRE-POSTTEST PLAN AND PROCEDURE

Activity 1. Introduction (30 minutes)

- Have participants sign an attendance register on arrival and provide them with name -tags
- Welcome everyone and open the meeting in an appropriate way such as a prayer or song
- Play a game or do an icebreaker activity to help participants relax and get to know each other
- Offer a brief explanation about the training, the goal of the ECD curriculum, which you will find in the Introduction section of this curriculum and begin your training with Activity 2 below: ***Administering the Pre-Test***

Activity 2. Administering the Pre-test (60 minutes)

The Facilitator will administer the test in the following way:

1. Explain to participants the purpose of the pre-posttest. This test is a way to check trainees' progress and learning needs in ECD (See also Learning Objective)

2. Administer the test for *one hour* on two levels. Explain that regarding:

    A. **Pretest:** Trainees will complete the test before any of the training activities begins.

    B. **Posttest:** Trainees will complete the same test after they have completed all of the training on the 6 modules.

- Prepare a printed copy of the test per participant/trainee.
- Give a number code name to each participant e.g. participant Mary will have a code name number one (1), participant Joan, code name number two (2), and so on.
- Hand out copies of the test and ask all participants to first fill out their *name, code name (The code name is a number assigned to each participant), date, the name of their congregation, country and to write/check Pre or Post* depending on which test they are taking. Explain that if trainees have any questions or need clarification on any of the questions, they should not hesitate to ask the Facilitator of the training.
- Ask all participants to carefully read instructions and answer all questions in Section 1 (true/false questions) & Section 2 (multiple choice questions) of the pre-posttest and submit their completed test to the facilitator.

> **FACILITATOR'S NOTE: ANSWER KEYS**
>
> A copy of the pre-posttest that contains the Answer Keys accompanies this document **and it must be kept in a separate file and be accessible only to the person analyzing the test results. Use code name when analyzing data to keep the confidentiality of participants.**

Collect the pre-tests from all the trainees and begin the training with **Facilitator Guide 1: Approaches to Early Childhood Programs** below.

Facilitator's Guide 1: Approaches to Early Childhood Programs

SESSION TOPICS

Session 1: Standards for quality early childhood programs

Session 2: Understanding young children

Session 3: Supporting child development through a holistic approach and play

SESSION LENGTH

Session 1: 5 hours & 30 minutes

Session 2: 3 Hours & 15 minutes

Session 3: 3 Hours & 45 minutes

Session 1: Standards for Quality Early Childhood Programs

LEARNING OBJECTIVES

By the end of this session, the participants will be able to:

- Describe the essential components of a quality ECD program based on existing evidence-based standards, national policies, and their own experiences.
- Describe their national ECD policies to guide their ECD services for young children.
- Describe cross-cutting national ECD guiding principles of Malawi, Kenya, and Zambia to guide networking and collaboration of sister congregations/associations around ECD activities.
- Develop ECD guiding principles for young children's early childhood spiritual care and development to strengthen sister congregations/associations in early childhood spiritual development.

SESSION LENGTH: 5 HOURS & 30 MINUTES

SESSION OUTLINE

ACTIVITY	SUGGESTED TIME
1. Welcome and introduction	30 minutes
2. Evidence-based standards for quality early childhood programs	45 minutes
3. National early childhood guiding principles for Malawi, Kenya, and Zambia: Becoming knowledgeable about national standards in ECD	2 hours
4. Cross-cutting principles of quality early childhood practice for Malawi, Kenya, and Zambia	60 minutes
5. Guiding principles for early childhood spiritual care and development of young children, SCORE ECD project	60 minutes
6. Closure and session evaluation	15 minutes
Total	**5 hours & 30 minutes**

MATERIALS

- Name tags and attendance register
- Flipcharts and markers
- Handouts on evidence-based ECD standards
- Handouts on cross-cutting principles of early childhood practice for Malawi, Kenya, and Zambia
- Handouts on the suggested guiding principles for early childhood spiritual care and development of young children, SCORE ECD project
- Presentation materials on PowerPoint or flipchart
- Copies of the national early childhood policy documents of Kenya, Malawi, or Zambia

SESSION PLAN AND PROCEDURE

Activity 1: Welcome and introduction (30 minutes)

- Have the participants sign an attendance register on arrival and provide them with name tags (5 minutes).
- Welcome everyone and open the meeting in an appropriate way, such as with a prayer or a song (10 minutes).
- Play a game or do an icebreaker activity to help the participants relax and get to know each other better (5 minutes).
- Briefly explain *Module 1*, *Session 1,* its purpose, and what the participants are expected to learn from this session by going through the activities listed under the session outline above, then begin session activities (10 minutes).

Activity 2: Evidence-based standards for quality early childhood programs: The importance and function of standards and guiding principles for early childhood programs (45 minutes)

Preparation

- Prepare a presentation on the standards for quality ECD programs on a flipchart or PowerPoint, using the information from the accompanying *Resource Guide, Module 1*.

Instructions

- Divide the participants into small groups.
- Ask the groups to discuss the two scenarios below and report:

1. Think of what you consider a poor quality early childhood center in your community. Name two problems children in that center may experience and suggest how the center can improve the identified problems [**Note:** *It is important that you use a fake name when you talk about the center to respect confidentiality.]*

2. A mother wants to send her daughter to a preschool in the community, but she worries that her daughter may not get proper attention, good care, and education. She wants to know how to choose a good center for her child. Advise the mother by providing her with two to three criteria she should use to choose a center that can provide quality care for her child.

- Have each group report back on the two scenarios above.
- Present and explain the evidence-based standards that can guide caregivers and teachers in *planning, identifying, and implementing quality early care and education services* for young children. Use the information from the accompanying *Resource Guide, Module 1* for your presentation on the evidence-based standards.

Standards serve as a guide for practices and are to be implemented as appropriate to one's program values, goals, and environmental context. Emphasize that early childhood development standards help us answer questions such as:

- "How would we know if children are growing and developing in a healthy way?"
- "How do we know children are getting quality ECD services?"
- "How could we decide whether ECD programs for all children are doing a good job?"

> **Note for the facilitator:** It is best to make a handout on the evidence-based standards and provide one to each participant to facilitate group work.

Activity 3: National early childhood guiding principles for Malawi, Zambia, and Kenya: Becoming knowledgeable about national standards in ECD (2 hours)

ACTIVITY 3.A. KNOWING NATIONAL ECD STANDARDS (45 MINUTES)

Preparation

- Three copies of the national ECD policy document for the trainees' country
  [***Note:*** *Where possible, the policy documents should be sent to the participants prior to the training to allow for early reading.*]
- Have copies ready of the handout on evidence-based ECD standard the participants received in *Activity 1*.

Instructions

- Divide the participants into **three small groups.**
- Randomly provide each group with a copy of any of the three country's ECD policy documents, then ask the participants to:

  A. Examine the country's ECD policy in their group.
  B. Identify guiding principles in the policy document that align with the evidence-based ECD standards. Use the handout they received earlier to complete this activity, listing the principles that they identify on a flipchart.
  C. Next, think about their day-to-day activities with young children at ECD centers, health clinics, or Catholic residential care. From the list they identified earlier, have them pick at least three guiding principles and answer the question: "Do your day-to-day activities with young children match or reflect the guiding principles?"
  D. If they do reflect the guiding principles, have them state how. If they do not reflect the guiding principles, have them explain what they may be lacking and why.
  E. Have them write their answers on a flipchart and present to the whole group. After each group has presented, ask the whole group to reflect on the question, "What have you learned?"

After completing the above steps, conclude by explaining that national guidelines help early childhood care and development (ECCD) practitioners improve early childhood practices and programs for young children. They provide a common framework for supporting children and their families. By aligning the national guidelines and procedures across all of the ECD settings of their programs, ECCD service providers ensure high quality services for young children and their families as appropriate to their local situations.

ACTIVITY 3.B. INTERVIEW WITH A REPRESENTATIVE OF AN ECD PROGRAM (1 HOUR & 15 MINUTES)

Preparation

- Invite a government representative of early childhood programs to give a talk on ECD policy guidelines and standards.
- Have on hand the *Interview guide* (provided below) to guide the discussions with the government officer.
- Have a national ECD policy document on hand.
- Prepare to distribute the handout on evidence-based standards.

Instructions

Explain to the participants (15 minutes):

- To consolidate your knowledge of national ECD standards, you will conduct a 30-minute interview about national/district ECD policies and standards with a government representative of an early childhood program in your community.
- You will have the interview session as a group, but only one person will conduct the interview while the remaining group members will listen and take notes.
- The person who is interviewing the representative will use the *Interview guide* when she conducts the interview. Ask for a volunteer from among the participants to conduct the interview.

Explain the interview process to the whole group by using the *Interview guide*. Conduct a mock interview with the participants in the training room before the meeting with the representative. Then:

- Invite in a government representative of the ECD program and conduct the interview and discussions using the *Interview guide* and the handout in *Activity 3.b.*
- After the representative leaves the training room, ask the participants to reflect on what they have learned from the visit and the interview experience. Ask them if they have found similarities or differences between their interview records and the evidence-based standards.
- After they share their views, move to the next activity with the statement below (15 minutes):

NOTE FOR THE FACILITATOR: STATEMENT

The CRS SCORE ECD project envisions better early childhood outcomes through collaborative system strengthening and linking cross-congregational support and learning between its leaders and members in Kenya, Malawi, and Zambia. The Catholic women religious organizations include the following:

Association of Consecrated Women in Eastern and Central Africa (ACWECA), Association of Sister Education Consortium (ASEC), Association of Sisterhoods of Kenya (AOSK), Association of Women in Religious Institutes of Malawi (AWRIM), Zambian Association of Sisterhoods (ZAS), ECD Global Advisory Committee, and SCORE ECD.

Identifying commonalities in these countries' existing ECD policies and standards can help the national and regional networks of Catholic women religious in Kenya, Malawi, and Zambia to strengthen their ECD capacity. It can also help them to better coordinate members' advocacy and fundraising initiatives, as well as influence ECD policies on behalf of young children at various platforms. In the next activity, you will be identifying ECD principles/policies that are common among these three countries.

ACTIVITY 3.B. HANDOUT: INTERVIEW GUIDE

Introduction (5 minutes)

- The facilitator introduces the whole group to the representative and invites the representative to introduce himself/herself to the group.
- Each participant will introduce him/herself.
- The facilitator passes the floor to the participant selected to conduct the interview.

Starting the interview (Five minutes)

- Begin your interview with cordial greetings and introductions.
- Thank the representative for being available for the interview and explain the purpose of your interview, which is to complete an assignment on ECD training activity as a way to explore and become knowledgeable about national ECD standards.
- State that you had the opportunity to explore the national ECD policy document and that you wanted to have a more in-depth understanding of its guidelines and procedures. Show the ECD policy document to the representative/interviewee.
- Explain that the objective of the interview is to learn about the government's ECD policy and standards for quality ECD programs in the country.
- Mention that the time for the interview is 30 minutes.
- Explain that you will take notes during the interview and ask if that is OK.
- Allow the interviewee to ask you any question, if he/she has any.

Ask the three open-ended questions below (30 minutes)

1. Please describe how the national/district ECD policy measures quality service in ECD programs in our community?
2. How can we (sisters/sister congregations) collaborate with the government to increase the quality of our child care services?
3. What are some of your model programs and resources in ECD that might help us strengthen our capacity and increase the quality of our services to young children?

Interview process

- Ask one question at a time by reading the questions from your notes.
- Do not interrupt the interviewee while he/she is talking.
- If you need more explanation, take notes and ask later.
- Let the large group/participants take notes while you conduct the interview.
- Use the evidence-based standards criteria to guide your interview or ask questions.
- When the interviewee finishes his/her explanations, ask for clarifications, if you need any. If not, close the interview with thanks.

Ending the interview (5 minutes)

- Ask the interviewee if he/she would like to ask any questions.
- Close the interview with a "thank you" remark.
- The facilitator will end the interview visit officially by thanking the representative and he/she exits the place of the interview.

Activity 4: Exploring ECD cross-country principles for Malawi, Zambia, and Kenya (countries of relevance): Using information to facilitate women religious national and regional networking initiatives (60 minutes)

Preparation

- Three copies of trainees' country ECD policy document
- Present key points on cross-cutting ECD principles of Malawi, Kenya, and Zambia
- Three ECD policy documents: Malawi, Kenya, and Zambia

Instructions

- Divide the participants into **three small groups.**
- Provide each group with copies of each county's ECD policy documents (Malawi, Kenya, and Zambia), then ask the participants to examine the documents and respond to the following:
  - Identify ECD principles that are common among the three policy documents using the criteria below (identify one or two common principles per criteria).
    - Relationship
    - ECD curriculum
    - Health, nutrition, and safety
    - Assessment
    - Families
    - Communities
    - ECD environments
    - Child protection
    - Children with disabilities
  - Based on the identified commonalities, what kind of collaborative ECD initiatives or activities do you think women religious organizations (i.e., AOSK, AWRIM, ZAS, and ACWECA) can conduct at a cross-congregational, national, or regional level?
  - Write them down on a flipchart, present to the whole group, and submit the flipcharts to the facilitator.
- Ask the participants to reflect on this experience and present the key points on the cross-cutting ECD principles of Kenya, Malawi, and Zambia using prepared material. Conclude by explaining that joint actions and networking among sisters and sister congregations in ECD can yield better and higher ECD outcomes for children. Understanding national ECD principles that cut across Kenya, Malawi, and Zambia is the first step towards achieving this goal.

Move to the next activity by explaining that the participants will additionally examine suggested ECCD guiding principles. Introduce *Activity 5* with the note below:

Activity 5: Reviewing and developing guiding principles for early childhood spiritual care, development, and education for the Malawi, Zambia, and Kenya SCORE project (60 minutes)

Preparation

- Handout provided below on *Guiding principles for early childhood spiritual care, development, and education for Malawi, Zambia, and Kenya SCORE project*

Instructions

- Provide each participant with a copy of the handout, which you have prepared.
- Divide the participants into small groups of at most five members each. Ask each group to read about *two guiding principles* from the handout.
- Ask each group to 1) review each guiding principle and examine how they fit in with their day-to-day experiences and Catholic Social Teaching, and 2) modify the principles accordingly.
- Ask each group to present their work and let the remaining groups reflect on their presentation. Ask for a group consensus on the ideas discussed and include the agreed-upon ideas in the group's presentation.
- Ask the participants to reflect on their experiences. Are the guidelines helpful? In what way?
- Ask each group to submit their work to the facilitator and conclude by explaining that they have just developed their own guiding principles for early childhood spiritual care and development of children, which will strengthen their work with young children and their families.

ACTIVITY 5 HANDOUT: GUIDING PRINCIPLES FOR EARLY CHILDHOOD SPIRITUAL CARE AND DEVELOPMENT

Principle 1: Spiritual relationships	The focus is on guiding children to develop a relationship with God, which contributes to children's development of core spiritual and moral values. Spiritual and moral values help children to build strong personal integrity and learn good moral values (e.g., to respect themselves, others, and the environment; to appreciate and value themselves, families, communities, culture, religion, etc.). A religious early childhood caregiver/teacher should consider: • Ensuring that each child grows up with positive, loving, and consistent caregivers that he/she can trust, because trust of a caregiver is the first step towards developing faith in God • Guiding children to cultivate gratitude and love towards God, oneself, and others in their lives (e.g., parents, siblings, friends, the elderly, religious counselors, neighbors, and teachers) • Guiding children to learn what is good and bad/right or wrong, and to respect and give value to God's creations such as people, plants, and animals
Principle 2: Faith and curriculum	The focus is on having an early childhood curriculum that embraces the spiritual development of children as appropriate to their faith and spiritual practice. A religious early childhood caregiver/teacher should consider: • Planning and implementing activities that address all aspects of a child's being (e.g., the spiritual along with the physical/motor, social/emotional, and cognitive/language spiritual needs of children) • Addressing spirituality for children of all faith based on values and assumptions that are respectful of family beliefs and culture • Introducing spiritual activities to children (e.g., faith in God) as appropriate to children's faith, age, and in a way that they can understand and enjoy
Principle 3: Caregiving/ teaching strategies	The focus is on providing a nurturing service to each child, recognizing that every child is a child of God with a unique personality, which requires special individual attention as appropriate to his/her individual needs. A religious early childhood caregiver/teacher should consider: • Appreciating and respecting each child's uniqueness and providing support accordingly • Encouraging each child to develop and learn at his/her own pace by providing multiple experiences and activities • Appreciating each child's faith values and helping children feel accommodated despite their differences in faith
Principle 4: Assessing child status	The focus is on assessing child development in a way that considers the spiritual aspect as part of the *whole child's* development. Assessment planning not only encompasses the physical, social, and emotional aspects of a child's needs, but also the spiritual dimension. Assessment is most appropriate and effective when families take part in the process and their religious and cultural contexts are considered in the decision-making process. A religious early childhood caregiver/teacher should consider: • Conducting a holistic assessment that includes all areas of child development (e.g., the spiritual/moral, physical/motor, social/emotional, and cognitive/language) • Involving families in the assessment regardless of their faith and religious practices • Planning interventions that take spiritual/faith values into consideration
Principle 5: Health, safety, and nutrition	God created everyone to live a happy and healthy life free of hunger, sickness, and insecurity. Therefore, the most important part of parenting/caregiving or teaching is nurturing a child's growth and development with sufficient nutritious food and keeping him/her healthy and safe at all times. A religious early childhood caregiver/teacher should consider: • Ensuring that each child develops and learns in an early childhood environment with opportunities for adequate and nutritious food, medication, education, and safe and secure surroundings free from fear, abuse, or injury • Supporting parents, especially mothers, with prenatal and postnatal care to ensure healthy childbirth, growth, and development • Helping families improve their livelihood and provide their children shelter, adequate health care, education, and a secure and safe childhood

Principle 6: Early childhood caregiver or teacher	The focus is on having an early childhood caregiver/teacher who is God-fearing and has early childhood foundational knowledge, skills, and attitudes that translate to noticeable love for and commitment to the best interest of each and every child. The aim is to embrace relationships from all religions and be able to support children and families, especially those in need. A religious early childhood caregiver/teacher should consider: • Being trained in child development (e.g., early childhood education and other areas of child wellbeing such as nutrition, health, and protection) • Promoting spiritual development in young children without imposing or teaching his/her religious beliefs. This means differentiating strategies and expectations for children based on what is appropriate for a child's age, interests, faith, social, and cultural values • Working with all people who are important in the child's life with due respect to their differences in personality, faith, culture, social, and educational background • Being a good steward and creating an inclusive, high-quality development and learning environment for children
Principle 7: Building relationships with families	The focus is on establishing a strong partnership with families of different spiritual values and religious traditions. When caregivers or early childhood programs build on family cultural values and religious traditions, they are more likely to gain families' respect and trust and work together as partners. A religious early childhood caregiver/teacher should consider: • Working with families of all religious backgrounds and making them feel welcomed to participate in the welfare of their children • Building mutual trust with families by appreciating their religious traditions and beliefs and complementing their positive child-rearing roles • Reaching out to all families and using different ways to encourage their involvement in programs for children
Principle 8: Building relationships with communities	The focus is on establishing relationships with, and utilizing the resources of, religious and non-religious communities to help children and families succeed in their lives. A religious early childhood caregiver/teacher should consider: • Utilizing religious schools, parishes, and church structures for early childhood messages and prayer support to young children and families in distress (e.g., counseling children and families infected and affected by HIV/AIDS or matrimonial counseling to promote family unity and stability) • Preparing information for families on a current list of religious/non-religious community agencies for referrals, including support groups that deal with child and family issues
Principle 9: Physical environment	The focus is on providing an enabling environment that fosters holistic human development for all children. Children can learn, play, and be creative not only in academic lessons (such as with letters and numbers), but also social lessons, such as establishing relationship with God and having faith and hope in Him to be joyful and successful, developing care for others and a sense of belongingness in a community, and nurturing peaceful and positive relationships. A religious early childhood caregiver/teacher should consider: • Creating an inclusive indoor and outdoor environment that is psychologically and spiritually nurturing, safe, and healthy for children
Principle 10: Administration and management	The focus is on providing quality and equitable service to all children and their families. An effective religious early childhood caregiver, teacher, or program ensures that children and families have high quality early childhood experiences. A religious early childhood caregiver/teacher should consider: • Early childhood activities are responsive to children's and families' needs, including their needs for spiritual counseling and comfort • Records are kept sufficiently and data is used to plan and improve children's and families' lives • The confidentiality of children and families is respected • Intervention programs have well-trained caregivers/teachers

Principle 11: Protection	The focus is on recognizing that all children are children of God and that they have the right to survival, growth, development, protection, and participation. It is very important to help children exercise these rights. A religious early childhood caregiver/teacher or program should consider: • Recognizing that God created all people equal, and hence, caregivers/teachers serve children with unconditional love and care, free of discrimination by gender, disabilities, social and economic status, religious beliefs, etc. • Engaging in advocacy for all children and families, ensuring all children (boys and girls) have the right to a name and nationality, the right to grow peacefully in a caring and secure environment, the right to the basic necessities of life, education, and play, as well as the right to immunization, appropriate health care, and a birth certificate • Family-centered care and support (as opposed to institutional care) for all orphan and vulnerable children • Engaging in advocacy for children and families, ensuring all children are protected from abuse, neglect, and exploitation, enjoying the right to be treated fairly and humanely, the right to express their opinions, and be listened to
Principle 12: Children with disabilities	The focus is on recognizing that a child with disabilities is a full human being endowed with dignity and abilities as such. He/she is a beloved child of God and a gift from God. A religious early childhood caregiver/teacher or program should consider: • Understanding the special nature and needs of children with disabilities, show and provide these children unconditional love, respect, and tolerance, and be a source of hope and spiritual joy to them • Providing inclusive services to children with disabilities and their families that ensure equal and quality care and support with full participation in society

CLOSURE AND SESSION EVALUATION (15 MINUTES)

Preparation

Make copies of the *Session Evaluation Form* for each participant *[**Note:** Find the Session Evaluation Form in the appendix of this guide.]*

Instructions

- Summarize what has been covered during the session and ask if there are any questions or anything that is unclear.
- Hand out the *Session Evaluation Form* and ask the participants to 1) conduct a self-assessment of learning, and 2) evaluate the training.
- Read the instructions for the session evaluation to the whole group before the participants begin to complete the form.
- Ask the participants to hand in their completed evaluation form.
- Keep the completed form in a file and give it to the organizer of the training. Close with a song or a prayer.

Session 2: Understanding Young Children

LEARNING OBJECTIVES

By the end of this session, participants will be able to:

- Know how young children develop and learn by connecting key theoretical concepts of child development to child care practice.
- Describe the principles of child development.
- Describe what developmentally and culturally appropriate practice means.
- Describe the different learning abilities of infants, toddlers, and preschoolers.
- Identify ways in which child care providers can enhance the development and learning of infants, toddlers, and preschoolers according to their different levels of learning abilities.

SESSION LENGTH: 3 HOURS & 30 MINUTES

SESSION OUTLINE

ACTIVITY	SUGGESTED TIME
1. Welcome and introduction	15 minutes
2. Exploring theories of child development and their implications for practice	60 minutes
3. Understanding young children: Principles of child development	30 minutes
4. Fostering development and learning through a Developmentally and Culturally Appropriate Practice (DCAP)	45 minutes
5. Differences in learning among infants, toddlers, and preschoolers	45 minutes
6. Case story:	
7. Sister Riruta's preschoolers classroom	
8. Sr. Anna Haakaloba's learning and development plan for infants, toddlers, preschoolers	
9. Closure and session evaluation	15 minutes
Total	**3 hours & 30 minutes**

MATERIALS

- Name tags and attendance register
- Flipchart and markers
- Lecture on PowerPoint or flipchart
- Handouts
- Objects such as a spoon, a bunch of keys, a pencil in a container; water in a large container

• Training manual

SESSION PLAN AND PROCEDURE

SESSION ACTIVITIES

Activity 1. Welcome and introduction (15 minutes)
• Have the participants sign an attendance register on arrival and provide them with name tags. Welcome everyone and open the meeting in an appropriate way such as with a prayer or song.
• Play a game or do an icebreaker activity to help the participants relax and get to know each other better.
• Briefly explain *Module 1*, *Session 2*—its purpose, and what the participants are expected to learn from this session by going through the activities listed under the session outline above, then begin session activities.

Activity 2. Exploring theories of child development and their implications for practice (60 minutes)
Preparation

• Presentation on child development theories on a flip chart or PowerPoint
• Copies of the handout *Child development theories and their implication to practice* for each participant

Instructions

• Ask the participants to share with a partner and report (encourage the participants to share information that they are comfortable sharing).

   1. Think back to your early childhood years and how you have learned different things in your life. Try to recall your earliest memory.
   2. What are the things that helped or influenced your learning as you grew up as a child?

• Write the answers on a flipchart and tell the participants that the views they have expressed are their own theories about how children develop and learn.
• Invite reflection by presenting information on child development theories. Begin with an introductory remark about child development theories:

   Child development theories help us to understand and explain how children develop and learn. Most of our knowledge about children comes from our observation and experiences with children learning how they grow, develop, and become adults. Theories can also help us to figure out the factors that influence children's development and learning. Theories help us to examine children's development and learning from various perspectives. For example, we ask: When and how does a child develop? Why do children do the things they do? What kind of environment contributes to or hinders children's development? It is important to understand that one single theory cannot

adequately explain the complex nature of children's behavior. Therefore, when we support children, it is important to consider multiple approaches. Let us explore a brief overview of basic child development theories and their implications to practice.

- Present on a flipchart or a PowerPoint the overview of child development theories. Ask the participants to take notes and use them to complete the task on the activity sheet on child development theories.

- Distribute the handout *Child development theories and their implication to practice* to each participant and ask them to give the appropriate answers.

Note for the facilitator: Hand out the activity sheet that has no answers in column 3 to the participants. Keep the handout that contains answer keys. After the participants conclude the exercise, provide the answers to the handout exercise and move to the next activity.

ACTIVITY SHEET—CHILD DEVELOPMENT THEORIES AND THEIR IMPLICATION TO PRACTICE*

Handout: Activity sheet on connecting child development theories to practice

Instruction: Read the descriptions of theory in Column I and provide your answers in Columns 2 & 3.

COLUMN 1 THEORY	COLUMN 2 WHO IS THE THEORIST?	COLUMN 3 HOW CAN CAREGIVERS SUPPORT CHILDREN?
Attachment theory	Answer keys	Answer keys
Early positive attachment experiences between a caregiver and a child are the foundation of children's lives. Without attachment between the caregiver and the child that child will not thrive. Attachment is critical to the development of the child's brain.	**John Bowlby and Mary Ainsworth**	Provide a secure attachment relationship for a child with at least one caregiver.
Contextual theory: Bio-ecological systems theory		
Children's development is influenced by their environment. The interrelated interactions between biology, immediate family, school, peer groups, church, and societal institutions like economic systems, government, mass media, and culture influence and shape the child's life.	**Urie Bronfenbrenner**	Address children's needs holistically (support the child at three levels: individual, family, and school/community).
Psychosocial theory		
Children are challenged by a series of developmental conflicts, i.e., trust versus mistrust, autonomy vs. shame and doubt, and initiative vs. guilt. Children need adult support to resolve the challenges they meet at each stage of conflict.	**Erick Erikson**	Make the child feel secure and trusting by being there for the child constantly and ensuring the child has a positive and responsive interaction with at least one caregiver. Minimize the child's sense of guilt by guiding the child's actions with limits and modeling, appreciating the child's accomplishment of tasks.
Cognitive theory		
All children develop cognitively in a universal manner and children are active learners constructing their own knowledge by interacting with objects and people around them through *play*. Sensory motor actions and symbolic play help children develop cognitively.	**Jean Piaget**	Help children advance their creativity and developmental skills through play, experimentation, and exploration with a variety of age-appropriate materials and instructions.
Social cognitive theory		
Children learn by observing and imitating others.	**Albert Bandura**	Be good role models for children and reward desired behavior so that children become more motivated to learn and maintain pro-social behavior.

Multiple intelligence theory		
Individual children learn differently. There is 1) the visual learner (seeing), 2) the auditory learner (listening), and 3) the kinesthetic learner (touching and feeling things).	**Howard Gardner**	Match learning experiences with the children's learning style and encourage them to expand their skills with multiple types of learning experiences—touching, seeing, listening, moving, and interacting.
Information processing cognitive theory		
Memory and attention are important elements of children's cognitive development.	**George Miller**	Enhance attention and memory through meaningful language, activities, and materials and relate to their individual and family life experiences (e.g., use local learning materials, traditional songs and games, visit services, events in the neighborhoods, etc.)
Sociocultural theory		
Adults and peers are very important in the child's development and learning. They help children master skills they could not have achieved on their own. Language helps children to think and problem solve. Children make meaning based on social and cultural expectations and experiences of their families and communities.	**Lev Vygotsky**	Help children advance their developmental skills and minimize stress. Provide mixed age group activities to help younger children learn from older peers. Consider choosing play and instructional materials that reflect social and cultural values of children.
Maturational theory		
All areas of development are important for learning and genetics determine the physical growth and abilities of children. Children grow and develop in a predictable order. For example, a child sits before standing, and stands before walking or running.	**Arnold Gesell**	Do not rush a child's development before his or her age but observe and provide an environment with many opportunities for growth, development, and learning.
Behaviorism and learning		
The behavior of a child is influenced by external support, rewards, and punishments. Reward, not punishment, ensures desired behaviors in children.	**Ivan Pavlov, John Watson, & B.F. Skinner**	Set limits and provide positive guidance for discipline together with an environment that is rewarding and suitable for children.
Humanistic theory		
Human beings have basic needs and children grow, develop, and thrive when their basic needs are met fully.	**Abraham Maslow**	Ensure that children grow, develop, and learn in an environment that ensures their safety, security, good health, and nutrition, emotional and psychological care.
People are fundamentally good. Children must be loved and feel secure in order to grow into loving adults. Children need to have positive self-esteem and take pride in their identity and culture.	**Carl Rogers**	Show love to children, nurture their emotional and spiritual thoughts and feelings, and help them feel good about themselves.

Transactional theory		
Parents' child-rearing beliefs and behavior, children's characteristics and behavior, and the quality of the environment have effects on each other and on the child's development and learning. Children have resiliency but an accumulation of risk factors (e.g., health or maltreatment of children such as abuse, neglect, or exploitation) can have consequences for children's developmental outcome.	**Arnold Sameroff**	Eliminate or minimize risk factors for children and promote their resiliency.
Moral development theory		
Children aged four to ten have moral reasoning and their morality is related to punishment and rewards. An action that was punished is wrong. Children fear and obey authority in order to avoid punishment (e.g., "If you do that, you will get in trouble.") Children also believe that if they are nice to others, others will be nice to them e.g. ("I will give you my toy if you let me play with you.") Give-and-take is a matter of "you scratch my back and I'll scratch yours."	**Lawrence Kohlberg**	Be honest with children. Even though preschool age children can understand the difference between "good" and "bad" behavior, do not expect them to automatically "do the right thing."
Spiritual development theory: Faith development		
Warm and loving care from adults gives children the foundation for their future faith development. Children's experience in spiritual development begins when children aged three to five start processing information mentally through language and symbolic play. Three-year-old to five-year-old children mostly think through their imagination and they pick up ideas about God from their caregivers, families, and surroundings. They learn about faith and religion through experiences, stories, images, and religious observations.	**James Fowler**	Caregivers and families can nurture the spiritual development of children by being role models and teaching them respect, honesty, kindness, humility, and love.

Tadesse, Lecture material (2013-2014), Towson University.

Conclude by explaining that because no one theory fully explains how children develop and learn, early childhood researchers came up with a set of child development principles. These principles draw from multiple child development and learning theories, discussed earlier in this guide, provide general knowledge about how children develop and learn, and guide caregivers' decisions about developmentally and culturally appropriate practice [**Note:** *Use the handout below to talk about these child development principles.]*

ACTIVITY 2 HANDOUT: ACTIVITY SHEET ON CONNECTING CHILD DEVELOPMENT THEORIES TO PRACTICE

Instruction: Read the descriptions of theory in Column I and provide your answers in Columns 2 & 3.

COLUMN 1 THEORY	COLUMN 2 WHO IS THE THEORIST?	COLUMN 3 HOW CAN CAREGIVERS SUPPORT CHILDREN?
Attachment theory	Answer keys	Answer keys
Early positive attachment experiences between a caregiver and a child are the foundation of children's lives. Without attachment between the caregiver and the child that child will not thrive. Attachment is critical to the development of the child's brain.	**John Bowlby and Mary Ainsworth**	
Contextual theory: Bio-ecological systems theory		
Children's development is influenced by their environment. The interrelated interactions between biology, immediate family, school, peer groups, church, and societal institutions like economic systems, government, mass media, and culture influence and shape the child's life.	**Urie Bronfenbrenner**	
Psychosocial theory		
Children are challenged by a series of developmental conflicts, i.e., trust versus mistrust, autonomy vs. shame and doubt, and initiative vs. guilt. Children need adult support to resolve the challenges they meet at each stage of conflict.	**Erick Erikson**	
Cognitive theory		
All children develop cognitively in a universal manner and children are active learners constructing their own knowledge by interacting with objects and people around them through *play*. Sensory motor actions and symbolic play help children develop cognitively.	**Jean Piaget**	
Social cognitive theory		
Children learn by observing and imitating others.	**Albert Bandura**	
Multiple intelligence theory		
Individual children learn differently. There is 1) the visual learner (seeing), 2) the auditory learner (listening), and 3) the kinesthetic learner (touching and feeling things).	**Howard Gardner**	
Information processing cognitive theory		
Memory and attention are important elements of children's cognitive development.	**George Miller**	
Sociocultural theory		
Adults and peers are very important in the child's development and learning. They help children master skills they could not have achieved on their own. Language helps children to think and problem solve. Children make meaning based on social and cultural expectations and experiences of their families and communities.	**Lev Vygotsky**	

Maturational theory		
All areas of development are important for learning and genetics determine the physical growth and abilities of children. Children grow and develop in a predictable order. For example, a child sits before standing, and stands before walking or running.	**Arnold Gesell**	
Behaviorism and learning		
The behavior of a child is influenced by external support, rewards, and punishments. Reward, not punishment, ensures desired behaviors in children.	**Ivan Pavlov, John Watson, & B.F. Skinner**	
Humanistic theory		
Human beings have basic needs and children grow, develop, and thrive when their basic needs are met fully. People are fundamentally good. Children must be loved and feel secure in order to grow into loving adults. Children need to have positive self-esteem and take pride in their identity and culture.	**Abraham Maslow** **Carl Rogers**	
Transactional theory		
Parents' child-rearing beliefs and behavior, children's characteristics and behavior, and the quality of the environment have effects on each other and on the child's development and learning. Children have resiliency but an accumulation of risk factors (e.g., health or maltreatment of children such as abuse, neglect, or exploitation) can have consequences for children's developmental outcome.	**Arnold Sameroff**	
Moral development theory		
Children aged four to ten have moral reasoning and their morality is related to punishment and rewards. An action that was punished is wrong. Children fear and obey authority in order to avoid punishment (e.g., "If you do that, you will get in trouble.") Children also believe that if they are nice to others, others will be nice to them e.g. ("I will give you my toy if you let me play with you.") Give-and-take is a matter of "you scratch my back and I'll scratch yours."	**Lawrence Kohlberg**	
Spiritual development theory: Faith development		
Warm and loving care from adults gives children the foundation for their future faith development. Children's experience in spiritual development begins when children aged three to five start processing information mentally through language and symbolic play. Three-year-old to five-year-old children mostly think through their imagination and they pick up ideas about God from their caregivers, families, and surroundings. They learn about faith and religion through experiences, stories, images, and religious observations.	**James Fowler**	

Activity 3: Understanding young children: Principles of child development (30 minutes)

Preparation

- Make three signs: AGREE, DISAGREE, and NOT SURE. Post these on the wall in different places in the training room.
- Prepare a presentation on understanding how young children develop and learn using the information from this guide. Write the key points on flipchart paper.

NOTE FOR THE FACILITATOR: STATEMENTS ON CHILD DEVELOPMENT PRINCIPLES

1. Children start to learn even before they are born and go on learning throughout their lives. They develop and learn faster in the early years than at any other time in their lives. This is true because of brain development.
2. Parents and family caregivers are the child's first and best teachers.
3. The family culture and language influences who the child is and who he/she becomes.
4. All areas of development make up the whole child: the physical-motor, cognitive-language, social-emotional, and spiritual-moral development.
5. All children go through the same stages of development. They develop their skills in the same basic order.
6. Each child is different from every other child. Children develop in their own way and at their own pace.
7. Children are different from adults. They have different ways of looking at the world and do not think or act like adults.
8. Children have basic rights including the right to special protection and care because they are too young to look after themselves.
9. All children deserve to be treated in the same way whether they are boys or girls or have a disability.
10. Children learn best when they grow up in an environment that provides them with safety, good health and nutrition, and a life experience free from physical and psychological harm.
11. Young children develop and learn through play.

Instructions

Start off by asking participants to call out the different ways that children learn, and write their ideas on the flipchart. Then:

- Explain that a lot of research has been done on how young children learn and that we know children learn through various contexts. Give a few examples, e.g., how children learn through play, how children progress in each of the developmental areas at their own pace, etc.
- Explain that you will show a statement to the whole group, and that the participants should write their answer on a piece of paper and paste it under the sign that best represents their viewpoint. Those who agree with the statement will paste their answer under the AGREE sign, those who disagree will paste their answer under

the DISAGREE sign, and those who are unsure will paste their answer under the NOT SURE sign.

- Show the first principles of learning statement and wait for everyone to paste their piece of paper with their answers under their chosen sign.
- Ask the participants to pair with a partner to discuss and exchange their views about the statement, then give your input using information on the facilitator's note entitled *Handout: Statements on Child Development Principles.* Ask the participants to consolidate their answers by taking notes on what you have added or expanded.
- Continue in the same way with the remaining statements.
- Summarize by saying that the kinds of activities that teachers plan for children should consider the principles of learning for young children and foster their development and learning within the context of the child's age, interest and ability, and culture. This approach is called *Developmentally and Culturally Appropriate Practice.*

Move to the next activity and, through a brief presentation, define what developmentally and culturally appropriate practice means *[**Note:** Use the facilitator's handout in Activity 4 below.]*

Activity 4. Fostering development and learning through a developmentally and culturally appropriate experience for young children (45 minutes)

Preparation

- Facilitator's note on Developmentally and Culturally Appropriate Practice (DCAP)
- Handout on the case story of Sister Riruta's preschoolers classroom

Instructions

- Start off by asking the whole group of participants to share their understanding of the DCAP concept.
- Using the facilitator's note on DCAP, invite reflection by explaining the idea of DCAP and adding any information that hasn't been mentioned. Ask them to take notes.
- Talk to the participants about the case story of a *Developmentally and culturally appropriate experience: Sister Juliana's preschoolers classroom* in the *Resource Guide, Module 1* or using the prepared handout.
- Divide the participants into small groups and have them read the case of Sister Juliana's preschoolers' learning activity plan and answer the questions that follow the case story by writing them down on flipchart paper and reporting back to the whole group.

NOTE FOR THE FACILITATOR: WHAT IS A DEVELOPMENTALLY AND CULTURALLY APPROPRIATE EXPERIENCE?

A developmentally appropriate practice means meeting the learning and development needs of young children according to their interest, age, and culture. A caregiver or teacher who applies this practice for children plans her development activities as appropriate for 1) the age of the child, 2) the individual characteristics of the child, and 3) the cultural background of the child. In her planning, the caregiver or teacher would consider the following:

1. The *age* of the child: Do I have knowledge of child development? Are my lesson plans and materials appropriate for the different age group of children?

    What a caregiver/teacher can do:

    • Recognize age differences in children and plan activities as appropriate for the level of their understanding.

    • Organize the environment with routines and play activities that respond to children's age characteristics. For example, do not expect toddlers to sit for a longer period of time listening to a story reading.

2. The *individual* characteristics of the child: Do I have knowledge of the individual needs, strengths, and interests of each child? Does the activity that I prepared consider the unique abilities and interests of each child?

    What a caregiver/teacher can do:

    • Recognize that all children, even if they are in the same age group, show different individual and developmental characteristics. Certain children are more active than others, some enjoy reading and others want to play tag. Some have health conditions or disabilities and may not be as active or confident as other children. Boys and girls also show different interests and ways of playing or doing things.

    • Have an extended plan for children who may require special attention, e.g., children affected and infected by HIV and children with disabilities.

3. The *culture* of the child: Do I have knowledge about the child's cultural values and social and traditional expectations? Is the activity that I prepared appropriate for the traditions, beliefs, and culture of each child?

    What a caregiver/teacher can do:

    • Recognize that children grow up as a member of a family and community. Children are raised with social instructions and modeling from people around them. Families, neighbors, friends, and school communities, for example, teach children rules about how to pray, how to behave around adults, how to show respect to the elderly, how to harmoniously interact with other children, how to dress, what to eat, and how to participate in traditional events.

    • Look for ideas and materials that reflect the local environment and have meaning to children's daily life experiences. For example, the kinds of home visit activities the caregiver prepares must meet the child's age and what is available in the home.

    • Learn about the value of families, communities, and cultures in order to avoid cultural misunderstandings and mistaken assumptions.

4. Circumstances that would lead to developmental delays: Children who are born preterm, children who are physically stunted due to poor nutrition, children who are HIV-infected or born to a mother with HIV are likely to have developmental delays that the caregiver should assess and address.

    What a caregiver/teacher can do:

    • Learn about the special needs of children through assessment.

    • Quickly identify developmental delays for young children at household and school levels and seek timely help to address problems/concerns, if any.

    • Educate families/caregivers on the value of maternal and child nutrition on child development.

ACTIVITY 4. HANDOUT: MAKING PICTURE SLIDES: SISTER RIRUTA'S PRESCHOOLERS CLASSROOM ACTIVITY

Contributed by Benedictine Sisters of Tutzing, Kenya, SCORE ECD

[**Note:** *Excerpt. Parts of Sr. Riruta's objective for the lesson were omitted for the purpose of this case story.*]

Sr. Riruta prepared a lesson called *Making picture slides* for her preschoolers. The topic of the activity was: *God's creation*

She prepared all of the materials needed for this activity:

- Old magazines containing pictures of different elements of God's creation—trees, birds, fish, insects, animals, sun, moon, and stars
- Four white A4 papers
- Brushes and one shallow container
- A small box and a smooth round wooden bar 2cm wide by 30cm long (3/4 inch by 12 inches)
- Scissors and glue
- A dustbin

Sr. Riruta's activity plan for the preschoolers was as follows:

1. Cut the pictures from the magazines.
2. Ask children to sort and group pictures according to their kinds and spread them on a table in the following order: trees, birds, fish, insects, animals, sun, moon, and stars.
3. Cut the A4 into two and join the pieces with glue to form a strip like this:

4. Pour the glue into a wider container.
5. Give each child a brush and instruct them to pick only one picture at a time, starting from the first group, glue it, and give it to the teacher, who will stick it on the prepared strip.
6. Continue with the procedure until you have attached all of the cut-outs.
7. Put the strip out to dry as you prepare the box to act as a video machine.

8. Ask one child to give you the box.
9. Open the box at one side and cut off the open edges.
10. Put holes in the two sides of the box.
11. Insert the wooden bar and make sure it can rotate freely inside the holes.
12. Take the strip with the photos and glue it at the edge that has tree photos.
13. Stick it in the middle of the wooden bar that is acting as a roller.
14. Give it a few minutes to dry, then roll on the whole strip.
15. Show children how the video works, roll it nicely, and put it in the art corner where they have access.
16. Return the glue to its container.
17. Wash all the material and keep them in a box.

Reflect and discuss

1. Was the activity age appropriate, individually appropriate, or culturally appropriate? How? Explain by writing down your answers.
2. Examine the caregiver's role. How was the teacher involved in this activity? List your answers.
3. Were the children actively involved in this activity? Explain your reason.
4. Would you have planned the involvement of the children differently? Why and how? Explain. (Refer to information on the principles of child development.)

5. What domain or domains of development are taking place in the activity, e.g., physical-motor, spiritual-moral, social-emotional, cognitive-language? (Refer to your notes on developmental domains.)
6. What have the children possibly learned from this activity? Explain.

Activity 5: Differences in learning among infants, toddlers, and preschoolers (45 minutes)

Preparation

- Prepare a presentation on a flipchart or a PowerPoint using information about the differences in learning among infants, toddlers, and preschoolers.
- A handout on the case story of Benedictine Sister of Tutzing entitled *Learning and development plan for infants, toddlers, and preschoolers*. Alternatively, you can refer participants to read the case story from *Resource Guide, Module 1*.

Instructions

- Ask the participants to complete the activities below:

ACTIVITY 5.A. PAIR SHARE

- Ask the participants to find a partner. Provide the handout on *Religious Sisters of the Holy Spirit* case story to each partner group (20 minutes).
- Read aloud the case story to all of the participants or ask a volunteer to read it from the handout. Then ask them to discuss the question below:
    - Sr. Anna plans different learning activities for infants, toddlers, and preschoolers. Why do you think she differentiates her learning activity plans for these three groups? Explain.
- When everyone has finished their work, ask each partner group to call out their answers and write their ideas on a flipchart.
- Invite reflection on how infants, toddlers, and preschoolers learn, and that it is important for caregivers to differentiate their sets of expectations as appropriate to each age group.
- Present the main ideas on differences in learning among infants, toddlers, and preschoolers using the prepared flipcharts or PowerPoint and proceed to *Activity 5.b.* below.

ACTIVITY 5.A. HANDOUT: LEARNING AND DEVELOPMENT PLAN FOR INFANTS, TODDLERS, PRESCHOOLERS

Contributed by Religious Sisters of the Holy Spirit, Zambia

Sr. Anna works with young children and their families, supporting young children of different age groups in their learning. Asked how she addresses the development and learning needs of this different age group of children, she shared the following:

For infants:

• A lot of singing, clapping, and modeling
• Books; encouraging them to touch and flip through books
• Provide space for exploring and encouraging sitting, crawling, standing, and walking

For toddlers:

• Introduce games that use body movements
• Language development through songs and dances
• Naming games; e.g., naming different objects/colors
• Learning sizes
• Pushing and dragging objects
• Joining together puzzle pieces and building with blocks

For preschoolers:

• Body balance activities; walking on a thin or narrow line
• Climbing on safe surfaces
• Making beads
• Scribbling and painting
• Verbal and non-verbal communication, using gestures such as head, hand, and facial
• Counting and reading simple story picture books
• Helping them to make choices and friends

- Divide the participants into **three groups** and assign them an age group as shown below:
    - Group 1: Infant age
    - Group 2: Toddler age
    - Group 3: Preschooler age
- Announce that now that you have discussed and have some ideas about how infants, toddlers, and preschoolers develop and learn, I will ask you to develop an age-appropriate activity to foster children's development.
- Instruct the groups to complete the following activity based on what they have learned:
    - Choose one developmental area for your group (cognitive, language, spiritual, moral, social, emotional, etc.)
    - Answer this question: "What can you do to foster the development of children in your age group?" List some activities. For example, if Group 1 chose "cognitive development," it will develop an activity plan to foster the cognitive development of infants.
        - Group 1: Infant age
        - Group 2: Toddler age
        - Group 3: Preschooler age
- Write your activities on a flipchart [**Note:** *It is important to explain how your activity is appropriate for your age group.*]
- Report back to the whole group.

After each group reports, summarize by adding any information that hasn't been mentioned using information from this session.

CLOSURE AND SESSION EVALUATION (15 MINUTES)

Preparation

Make copies of the *Session Evaluation Form* for each participant [**Note:** *Find the Session Evaluation Form in the appendix of this guide.*]

Instructions

- Summarize what has been covered during the session and ask if there are any questions or anything that is unclear.
- Hand out the *Session Evaluation Form* and ask the participants to 1) conduct a self-assessment of learning, and 2) evaluate the training.
- Read the instructions for the session evaluation to the whole group before the participants begin to complete the form.
- Ask the participants to hand in their completed evaluation form.
- Keep the completed form in a file and give it to the organizer of the training. Close with a song or a prayer.

Move to *Session 3* by explaining that children survive, thrive, and realize their full human potential when their essential needs are fully met. One way to achieve this goal for children is to address their problems holistically. Play also contributes significantly to children's development and learning. In the next session, we will discuss supporting child development through a holistic approach and play.

Session 3: Supporting Child Development Through a Holistic Approach and Play

LEARNING OBJECTIVES

By the end of this session, participants will be able to:

- Identify the essential needs of children.
- Describe the usefulness of community mapping in holistically meeting the essential needs of children.
- Examine the value of play in childhood development and learning.
- Identify ways to foster children's development through free-play and guided-play activities.
- Describe some strategies caregivers can use to foster play and interaction for children with special needs.

SESSION LENGTH: 4 HOURS

SESSION OUTLINE

ACTIVITY	SUGGESTED TIME
Welcome and introduction	15 minutes
A holistic approach to meet the essential needs of young children	1 hour & 30 minutes
Case story: The story of Towela	
Play and its importance in the development and learning of young children	2 hours
Closure and session evaluation	15 minutes
Total	**4 hours**

MATERIALS

- Name tags and attendance register
- Flipchart and markers
- Handouts on essential needs
- PowerPoint or flip chart presentation on sections 1) essential needs, and 2) the holistic approach
- Copies of the handout on *Play and learning: When young children play with….. They learn………*
- Objects such as a spoon, a bunch of keys, a pencil in a container; water in a large container to be used in session activities on play
- *Resource Guide, Module 1*

SESSION PLAN AND PROCEDURE

Activity 1. Welcome and introduction (15 minutes)

- Have the participants sign an attendance register on arrival and provide them with name tags. Welcome everyone and open the meeting in an appropriate way such as with a prayer or song.
- Play a game or do an icebreaker activity to help the participants to relax and get to know each other better.
- Briefly explain *Module 1, Session 3*—its purpose, and what the participants are expected to learn from this session by going through the activities listed under the session outline above, then begin session activities.

Activity 2: A holistic approach to meet the essential needs of young children (1 hour & 30 minutes)

ACTIVITY 2.A. IDENTIFYING THE ESSENTIALS NEEDS OF CHILDREN (30 MINUTES)

Preparation

- Prepare a presentation on the essential needs of children on a flipchart or PowerPoint.

Instructions

- Start off by asking the participants to pair with a partner, discuss the following question, and report: *"What do children need in order to grow, thrive, develop, and become successful citizens?"*
- Record on the flipchart the ideas that participants have shared.
  - Give a presentation on the essential needs of young children by using information in this session or the handout on the essential needs of young children under *Activity 2.b.,* also in this session.

> **NOTE FOR THE FACILITATOR: ESSENTIAL NEEDS OF CHILDREN**
>
> You may begin your presentation by stating the following: Children have essential needs. When those needs are met, children survive, thrive, and realize their full human potential in life. All children share common essential needs; e.g., physical needs, social/emotional needs, learning needs, need for respect and self-esteem, and needs for survival, participation, and protection.

ACTIVITY 2.B. IDENTIFYING POSSIBLE PHYSICAL OR BEHAVIORAL SIGNS AND SYMPTOMS IN CHILDREN WHOSE ESSENTIAL NEEDS ARE NOT MET (15 MINUTES)

Preparation

• Handout on essential needs

Instructions

• Divide the participants into **five small groups** and provide each group with the handout on essential needs.

• Assign a topic to each group:

  • Group 1: Physical needs

  • Group 2: Social/emotional needs

  • Group 3: Needs for respect and self-esteem

  • Group 4: Needs for learning

  • Group 5: Needs for survival, participation, and protection

• Read the instructions below and ask each group to discuss the question in the handout and come up with their lists of indicators for the topic assigned to them. Ask the groups to:

  • Think about children in their communities

  • Read each statement in *Column 1* below, identify signs that a child's essential needs are not met, and write their answers in *Column 2*. Such signs may include a child who is very skinny and sickly looking, a child who looks sad and doesn't always mix with his/her peers during play activities, a child living on the street, etc.

  • Write down their answers on flipcharts and share them with the whole group

• After the groups report their work, post their flipchart on the wall for reference.

Emphasize that children have multiple, interrelated needs and that meeting a child's physical needs, while neglecting psychological needs, can lead to developmental problems. For example, a neglected child may have difficulty paying attention to learning and socializing with other children. Addressing children' needs in all areas improves their chances of developing to their full potential. One way to do this is through a holistic approach. With this remark, move to *Activity 2.c.*

ACTIVITY 2.B. HANDOUT ON THE ESSENTIAL NEEDS OF YOUNG CHILDREN

Column 1 **Essential Needs Of Young Children**	Column 2 **Question: What Are The Signs Or Behaviors That You May See In A Child Indicating That The Need (In Column 1) Is Not Met For The Child?**
Physical needs • A safe and secure environment for living • Sufficient, nutritious, age-appropriate food • Access to health care; treatment for physical (including HIV/AIDS) and mental illnesses as needed; immunizations • Personal hygiene (washing hands, brushing teeth, and bathing) • Clothing, rest and activity, space for indoor and outdoor play	
Social, emotional, and spiritual needs • Loving and nurturing families and caregivers whom the child can trust • Attachment: a two-way interaction between the child and the caregiver that promotes responsiveness in a child • Appropriate caregiver or teacher expectations of what the child can and cannot do at each level of development • Nurturing the spiritual needs of children; respecting children's differences in developmental characteristics, religion, culture, ethnicity, language, gender, or development	
Need for respect and self-esteem • Encouraging the child's efforts with approval; e.g., "Thank you for picking up your crayons without being asked!" • Showing respect for the child's actions whether small or large, for failure as well as for success • Recognizing that children can and want to do things by themselves and giving positive feedback for their accomplishment which is important for the child's self-esteem; e.g., "You are really good at pouring your milk!"	

Learning needs
• Infants and young children need to learn in an environment that provides play opportunities for both joy and learning with, providing for:
  • Freedom and choice to explore, experiment, and interact
  • Positive guidance for pro-social behavior, with appropriate behavior modeling for children
  • Age-appropriate and development-appropriate play materials
  • A chance to make mistakes without being criticized or belittled for errors made in the learning process
  • A language-rich and print-rich environment around them; e.g., conversations, stories, books, songs, etc.	

Needs for survival, participation, and protection: • Protection from harm • Protection from violence • Protection from neglect • Protection from preventable injuries • Providing children the right to express opinions, to be listened to, and be addressed according to the child's understanding	

ACTIVITY 2.C. APPLYING THE HOLISTIC APPROACH: MAPPING FAMILY AND COMMUNITY RESOURCES TO MEET THE ESSENTIAL NEEDS OF YOUNG CHILDREN (45 MINUTES)

Preparation

- Handout on the case story of Towela
- A presentation on the holistic approach, support networks, resources, and community mapping

Instructions

Ask the participants to pair-up with a partner. Then:

- Ask the question, "What are some problems that prevent children from having their essential needs met?" Remind the participants to refer to the ideas they generated in *Column 2* of the earlier activity as they discuss this question.
- Ask the partners to exchange ideas and write them down on flipcharts.
- Keep and post the flipcharts next to the previous activity charts on essential needs.

Remind the participants that in their previous activity they identified the problems facing children whose essential needs were not met and identified the possible causes of those problems. Next, you will ask them to meet in a group and discuss ways of meeting the essential needs of young children using the community mapping method. Before you start your group task, you will first discuss the concept of the holistic approach, support networks, resources, and community mapping.

- Give the presentation using the prepared notes from this guide on the topics of holistic approach, support networks, resources, and community mapping. Then, divide the participants into small groups, reminding them to refer to the definition of community mapping that follows:

    Community mapping is a way to help community members work together to identify both the people and places that are available in the community to provide important services to children and families and the gaps that exist in those services. Community maps can show how things look now and how people would like their community to look in the future.

- Handout the case story of Towela and read it (or ask a volunteer to read it). You can use the questions in the case story as an alternative for this group task, or you can ask the groups to complete the following:

    1. Take a flipchart and draw a child in the middle of their paper.
    2. To the left of the child, each group should draw, with symbols, all the resources and services that children such as Towela use at the moment.
    3. To the right of Towela's figure, each group should draw, with symbols, all of the resources and services which could benefit Towela and her mother, but which children and families such as Towela's do not use at the moment. Each group should also discuss whether any new services are needed to support Towela and other children in her community and add them to their lists.
    4. Beneath the child, each group should draw any new resources or services that may be needed to meet the needs. These can be resources from within or outside of the community.
    5. Ask each group to present its drawing to the participants and have a general discussion on the work.

Different participants may draw very different maps of the same community, and that is OK; it reflects their different views of the community and of the topic discussed. After

the exercise, summarize the information gained from all of the drawings. Conclude by telling the participants that they have applied a holistic approach and created a type of community map for supporting Towela and other children with experiences similar to hers.

Activity 3: Play and its importance in the learning and development of children (2 hours)

ACTIVITY 3.A. VALUE OF PLAY (5 MINUTES)

Preparation

- Print the handout provided in this activity entitled *Play and learning: When young children play with…They learn…*
- Objects such as a spoon, a bunch of keys, a pencil in a container; water in a large container
- *Resource Guide, Module 1*
- Flipchart and markers
- A presentation on flipcharts or PowerPoint on the value of play

Instructions

- Start off by reading each statement below and asking the participants to brainstorm:
  - There is so much to teach young children about reading and mathematics that there isn't time for them to play. *Do you Agree, Disagree, or Not Sure? Explain your answer.*
  - Learning and play are two separate activities in young children's classrooms. *Do you Agree, Disagree, or Not Sure? Explain your answer.*
  - Play is the way children learn and they develop important skills as they play. *Do you Agree, Disagree, or Not Sure? Explain your answer.*
  - Children need lots of time to play every day. *Do you Agree, Disagree, or Not Sure? Explain your answer.*
- Summarize by saying that children play with objects, movement and interaction, cultural artifacts, clothes, household utensils, etc., and that the kinds of activities that caregivers and teachers plan for children should give them opportunities to learn through play.
- With the above remark, move to the next activity, distribute the handout below to each participant, and ask them to do the small exercise in *Activity 3.b.*

ACTIVITY 3.B. PLAY AND LEARNING (15 MINUTES)

Preparation

Copies of the handout entitled *Play and learning: When young children play with… They learn…*

Instructions

Divide the participants into small groups. Then:

- Ask them to read the instruction on the handout below, fill out the blank space, and then report.

ACTIVITY 3.B.: HANDOUT: "PLAY AND LEARNING: WHEN YOUNG CHILDREN PLAY WITH...THEY LEARN..."

Instructions: Based on what you know about play and its importance for the development and learning of young children, discuss the question below and briefly present your answers to the whole group.

Question

Take a moment and think about what young children learn or develop when they play with different objects and people. *List as many anticipated learning outcomes as you can for each of the playing activities below.* Consider *all* types of developmental and learning outcomes (spiritual, social, emotional, cognitive, motor, etc.) in all of your answers.

When young children play with:

1. Religious artifacts, they learn...
2. Water, they learn...
3. Paint and paint brushes, they learn...
4. Legos, they learn...
5. Sand, they learn...
6. Glue and collage materials, they learn...
7. Dramatic play, they learn...
8. Literacy activities, they learn...
9. Friends, they learn...

- Using the information in this session on the value of play, conclude with a brief presentation on:
  - The value of play on each developmental domain, including examples of how play can foster growth across all areas of development
  - How children go through different stages of play when they interact with their peers or socialize with each other (social play)
- How children go through different stages of cognitive ability when they play with objects or peers (play and the stages of cognitive abilities)

ACTIVITY 3.C. WHY FREE-PLAY IS IMPORTANT: ROLE-PLAY (45 MINUTES)[3]

Preparation

- Have at hand objects such as a spoon, a bunch of keys, a pencil in a container, and water in a large container to be used in session activities on play.
- Two role-play scenarios as follows:
    - *Scenario 1*: Set out a water-play activity in the training room with lots of different materials for children to test if the objects will float or sink. Put all the materials on a low table so that children can help themselves.
    - *Scenario 2*: Set out a small bowl of water on a table and have some of the floating and sinking objects from *Scenario 1* at hand.

Instructions

- Explain to the participants that you are going to present two different role-plays (*Scenario 1 and Scenario 2*) and that those involved should pretend to be young children.

For *Scenario 1*: Teacher-centered learning

- Ask the participants to gather around the bowl of water and tell them that you are going to teach them about floating and sinking.
- Explain the terms float and sink (i.e., if an object stays on top of the water, it floats; if it goes to the bottom of the container, it sinks). Say that you will now demonstrate.
- Take an object that will float (e.g., a feather) and say, "This feather is light and it will float." Ask the participants to repeat after you.
- Take another object that will sink (e.g., a stone) and say, "This stone is heavy and it will sink." Ask the participants to repeat after you.
- Continue with this until all the objects have been placed in the water.
- After the activity, discuss how the "children" were learning. Explain that when the teacher provided the information, the children were not active. They learn what they are told.

For *Scenario 2*: Child-centered learning—active learning:

- Invite three or four volunteers to play with the water-play materials that have been set out. They can choose what they want to play with and play with the materials in their own way. You can play the role of the teacher, but at this stage just ensure that the "children" have enough to play with. The next activity will demonstrate how the teacher interacts with the children to help them learn.
- After the activity, discuss how the "children" were learning. Explain that when children can choose the materials and play in their own way, they are active and find out things for themselves.

Discuss the two different approaches and in which scenario the children were actively learning. Ask the participants to form small groups and discuss the following scenario:

- Think of an answer to give a parent when he/she asks, "Do children learn anything

---

3   CRS, Lesotho (2012).

in your program, or do they just play?" How can you explain that your play activities promote development and learning and are not just entertainment or babysitting?

  • Let each group discuss and then briefly report to the whole group.

• Summarize by discussing how play fosters children's development and learning**.** For example, children:

  • Learn to be independent when they help themselves to materials, when they take initiative, and when they choose what they want to play with

  • Develop their imagination and creativity when they use the materials in their own way

  • Satisfy their curiosity when they are interested in what they are doing

  • Solve their own problems as they explore and experiment

• Point out that these things cannot be learned by giving children worksheets or asking children to repeat concepts.

ACTIVITY 3.D. THE CAREGIVER'S OR TEACHER'S ROLE IN PLAY ACTIVITIES: GUIDED PLAY (30 MINUTES)

Preparation

• A presentation on the teacher's role. Use the information from this guide to write the key points on flipchart paper.

• Gather a selection of everyday objects such as a spoon, a bunch of keys, a pencil, etc. There should be enough for each participant.

• Place these items in a container.

Instructions

• Explain that even though children learn through play, the caregiver or the teacher has an important role to play in the learning process.

• Give a presentation on the caregiver/teacher's role using the information you prepared earlier. Play the game below, then emphasize and discuss the importance of open-ended questions in the process of learning through play:

  1. Have each participant find a partner.
  2. Invite the participants to choose an item from the container and put it behind their backs so that their partner can't see what it is.
  3. One of the pair must try to guess what her partner has behind her back by asking questions. When she guesses right, they swap roles.

• After the activity, discuss the kinds of questions that participants asked and write examples on the flipchart.

• Explain to the group that some questions are more useful for gathering information than others. Explain the concept of closed and open-ended questions, giving real examples. For instance, ask a participant, "What color are your shoes?" and wait for a response. Then ask, "Why did you wear those shoes today?" and wait for a response.

• Talk about how open-ended questions invite children to talk about what they are doing and work things out for themselves.

• Ask for a few volunteers to return to the water-play activity and to play with the materials. Demonstrate some open-ended questions as they play, such as:

  • "Why are you doing that?"

  • "Why do you think that happened?"

  • "How did you do that?"

• "How can you find out?"

ACTIVITY 3.E. FOSTERING PLAY BETWEEN CHILDREN WITH DISABILITIES AND THEIR PEERS, AND PARTNERING WITH THEIR CAREGIVERS AND FAMILIES (25 MINUTES)

Preparation

• A presentation on flipcharts or PowerPoint on *Guidelines for helping children with disabilities to interact with other children* [**Note:** Use the facilitator's note in this activity.]

Instructions

• Start off by explaining that children who have disabilities enjoy playing with their peers. *Therefore, they should be given as many opportunities as possible for playing with typical peers and forming friendships.*

• Divide the participants into small groups and ask them to discuss *Community worker scenarios 1 & 2*: *Fostering play and interaction for children with disabilities* (below).
  • Answer the question in *Scenario 1* and plan accordingly.
  • Using the question in *Scenario 2,* demonstrate their plan through a role-play.

Role-play

Community worker scenarios 1 & 2: Fostering play and interaction for children with disabilities and working together with caregivers and families.

• Imagine you are a community worker. Your job is to:
  • *Scenario 1*: Prepare a plan for children with disabilities to have opportunities to play and interact with typical peers and form friendships. Consider children living in an orphanage as well. Present your plan to the whole group.
  • *Scenario 2*: Visit the children's home and share your plan with their caregivers, highlighting what they can do to help children with disabilities play and interact with typical peers and form friendships.

• Prepare a role-play for *Scenario 2* by assigning roles to your group members. For example, one person can be the community worker, others can be family members, caregivers, etc. Then, demonstrate your scenario to the whole group. When one group demonstrates role-play, the remaining participants will observe and take notes on *what they learned from the role-play, what went well, and what could be improved.*

Let the observers reflect immediately after a group finishes its role-play. Summarize by adding information that hasn't been mentioned using information from this session or the facilitator's note below:

NOTE FOR THE FACILITATOR: GUIDELINES FOR FOSTERING PLAY BETWEEN CHILDREN WITH DISABILITIES AND THEIR PEERS

Children who have disabilities enjoy and learn from their peers without disabilities. In an inclusive early childhood setting, children with disabilities get the chance to play with other children and form friendships. Caregivers or teachers can help children with disabilities to play and interact with other children in the following ways:

- Consult the caregivers and families of children with disabilities and together prepare plans and activities suitable for their child.
- Document the social skills of a child with disability (e.g., how he/she interacts with other children, what he/she enjoys doing) and facilitate his/her group-play with friends.
- Set up a safe space for infants and toddlers and encourage them to sit or play next to each other with the same toys or toys of their interest; children of this age enjoy parallel play (e.g., playing side-by-side or with each other).
- Document the types of toys and play activities that children with disabilities like, provide these toys, and arrange these play activities so that other children can also play with the child. This way you can encourage social interaction for the child (e.g., new toys that can attract children, balls in a large box, water in a bucket, finger or hand painting on a large paper or smooth washable floor).
- Set up the space free of stumbling blocks or barriers to encourage child's movement and views.
- Arrange the environment with a lot of signs, labels/drawings of objects that can easily be understood by the child with disability. Also, learn the child's way of communicating and use it during group-play. When you do this, you are modeling for other children how to communicate with the child with a disability. For example, initiate a conversation between the children during group-play saying, "He said, 'Hello,' say 'Hello' back," or "She is looking at the doll. Can you give her the doll?"
- Model inclusive attitudes and behaviors for children so that children with disabilities can be accepted by their peers. Comments such as, "See how Rebecca completed the puzzle just as you did?" will instill in children the idea that children are more alike than different.
- Plan the day's schedule to provide extra time for the child with a disability to complete what he/she started and to practice his/her skills.

CLOSURE AND SESSION EVALUATION (15 MINUTES)

Preparation

Make copies of the *Session Evaluation Form* for each participant [***Note:** Find the Session Evaluation Form in the appendix of this guide.*]

Instructions

- Summarize what has been covered during the session and ask if there are any questions or anything that is unclear.
- Hand out the *Session Evaluation Form* and ask the participants to 1) conduct a self-assessment of learning, and 2) evaluate the training.
- Read the instructions for the session evaluation to the whole group before the participants begin to complete the form.
- Ask the participants to hand in their completed evaluation form.
- Keep the completed form in a file and give it to the organizer of the training. Close with a song or a prayer.

Appendix

MODULE 1 SESSION AND TRAINING EVALUATION FORM

This form is for evaluating each session and training of a module. It has two sections:

Section 1: *ECD Knowledge and Skills Self-Evaluation.* This section has a list of knowledge and skills statements by session topics.

Section 2: *Training Evaluation.* This section asks: "What do you like most about the training?" and, "What would you like to change about the training?"

ECD KNOWLEDGE AND SKILLS SELF-EVALUATION

Steps to fill out this section:

Step 1. Write your name, country, congregation/organization, date of training, and whether you have taken an ECD course or courses before this training.

Step 2. Take a moment to reflect and circle the number that represents what you knew *before* the session began.

Step 3. Take a moment to reflect and circle the number that represents what you knew *after* the session ended. Think about three to five changes you will make to improve your interaction with and support for infants, toddlers, and preschoolers based on the training session. List your ideas in the space provided.

Step 1

Name _____ Country _____

Congregation/organization _____ Training date _____

I have taken an ECD course/courses before this training   **YES**   **NO**

Scale   1 = Very low   2 = Low   3 = Neutral   4 = High   5 = Very high

MODULE 1: SESSION 1—STANDARDS FOR QUALITY EARLY CHILDHOOD PROGRAMS										
ECD knowledge and skills self-evaluation related to:										
Step 2. Before the training					**Circle the number that represents your learning before (Step 2) and after (Step 3) the session.**	**Step 3. After the training**				
1	2	3	4	5	Describing the essential components of a quality ECD program for improving services in ECD	1	2	3	4	5
1	2	3	4	5	Describing the national ECD policies for providing ECD services as appropriate to local context	1	2	3	4	5
1	2	3	4	5	Describing cross-cutting national ECD guiding principles for Kenya, Malawi, and Zambia (country of relevance) for ECD networking and collaboration of sister congregations/associations around ECD activities	1	2	3	4	5
1	2	3	4	5	Developing ECD guiding principles for early childhood spiritual care and development of young children	1	2	3	4	5

Step 3. After the training

Think about three to five changes you will try to make to improve your interaction with/support for infants, toddlers, and preschoolers based on the training session, and list them in the space below:

1.

2.

3.

4.

5.

Step 1

Name _____ Country _____

Congregation/organization _____ Training date _____

I have taken an ECD course/courses before this training   **YES**   **NO**

Scale	1 = Very low	2 = Low	3 = Neutral	4 = High	5 = Very high

MODULE 1: SESSION 2—UNDERSTANDING YOUNG CHILDREN

ECD knowledge and skills self-evaluation related to:

Step 2. Before the training					Circle the number that represents your learning before (Step 2) and after (Step 3) the session.	Step 3. After the training				
1	2	3	4	5	Knowing how children develop by connecting child development theories to practice	1	2	3	4	5
1	2	3	4	5	Understanding young children using child development principles	1	2	3	4	5
1	2	3	4	5	Implementing a developmentally and culturally appropriate activity for young children	1	2	3	4	5
1	2	3	4	5	Designing development and learning activities for infants, toddlers, and preschoolers according to their different levels of learning abilities	1	2	3	4	5

Step 3. After the training

Think about three to five changes you will try to make to improve your interaction with/support for infants, toddlers, and preschoolers based on the training session, and list them in the space below:

1.

2.

3.

4.

5.

Step 1

Name _____ Country _____

Congregation/organization _____ Training date _____

I have taken an ECD course/courses before this training   **YES**   **NO**

Scale 1 = Very low 2 = Low 3 = Neutral 4 = High 5 = Very high										
MODULE 1: SESSION 3—SUPPORTING CHILD DEVELOPMENT THROUGH A HOLISTIC APPROACH AND PLAY										
ECD knowledge and skills self-evaluation related to:										
Step 2. Before the training						**Circle the number that represents your learning before (Step 2) and after (Step 3) the session.**	**Step 3. After the training**				
1	2	3	4	5	Identifying the essential needs of children	1	2	3	4	5
1	2	3	4	5	Mapping family and community resources to meet the essential needs of young children using a holistic approach	1	2	3	4	5
1	2	3	4	5	Identifying the value of play in each area of the child's development	1	2	3	4	5
1	2	3	4	5	Assessing teacher-centered and child-centered learning using methods of free-play and guided-play activities	1	2	3	4	5
1	2	3	4	5	Facilitating play and interaction for children with special needs, and using guidelines for fostering play between children with disabilities and their peers	1	2	3	4	5

Step 3. After the training

Think about three to five changes you will try to make to improve your interaction with/support for infants, toddlers, and preschoolers based on the training session, and list them in the space below:

1.

2.

3.

4.

5.

INSTRUCTION

Step 1. Write the name of the trainer and trainer's organization.

Name of trainer _____

Trainer's organization _____

Step 2. Please provide brief answers to the questions below using a blank sheet of paper.

1. Briefly explain what you liked most about the training.

2. Briefly explain what you would change about the training.