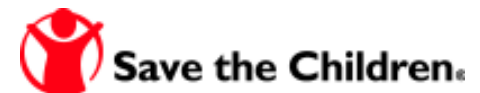


1 August 2008

Promoting Community-Based ECD: *Practical Ideas and Tools from Mozambique*

Jodie Fonseca, Education and HIV/AIDS Advisor
Presentation at the *Action Now, Action How Symposium*



Program Elements



- Community mobilization
- Construction of pre-schools
- Teacher training
- Daily preschool
- Parenting education
- Impact evaluation
- Advocacy

Community Mobilization and Construction of Pre-schools



http://multimedia.savethechildren.org/video/mozambique_preschools/video-box-stc-mozambique_340x300.html

Teacher Training



- 5-day basic teacher training
- Practical application of skills
- Learning from the child's perspective
- Followed by in-service support

Formação da Base em Educação da Primeira Infância para os Animadores

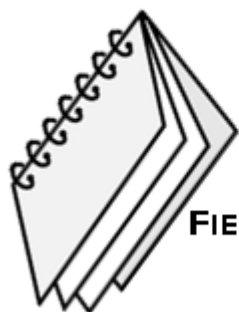
Resumo dos 5 dias de treinamento

Dia	Segunda-feira	Terça-feira	Quarta-feira	Quinta-feira	Sexta-feira
Da Manhã 8:00-12:00 horas	Introdução da Formação e do Programa ECD	Simulação da Rotina Diária da Escolinha	Desenvolvimento das Habilidades Literárias	Simulação da Rotina Diária da Escolinha liderada pela Facilitadora com um análise em cada componente do dia	Simulação da Rotina Diária da Escolinha liderada pelas Animadoras
	Como as Crianças Pequenas Desenvolvem as Habilidades da Vida	Reflexão		Reflexão	Reflexão
Almoço 12:00-13:00 horas					
Da Tarde 13:00-16:00 horas (segunda e quinta-feira) 13:00-16:30 horas (terça e quarta-feira) 13:00-15:00 horas (sexta-feira)	As quatro áreas de desenvolvimento da criança	O Papel de "Brincar" na Aprendizagem	Desenvolvimento das Habilidades de Matemática	O Ambiente Físico	Características duma Animadora Eficiente
		Distribuição das Cartões de Identificação para as Crianças	Distribuição das Crianças em cada sala	O Ambiente Sócio-Emocional	Reflexão
				Preparação para a Simulação Final	Diplomas

Teacher Training (Cont.)



Training Resources



FIELDWORKER'S NOTEBOOK on early childhood development

Developed by Deborah Llewellyn
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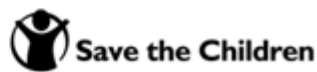


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Training Resources (Cont.)

- **9 At-a-Glance Guides**
 - Parent/Community Involvement
 - Program Quality
 - Socio-Emotional Development
 - Physical Development
 - Literacy and Numeracy
 - Thinking Skills Development
 - Play & Materials
 - Outcome Assessment
 - Transition to Primary School
 - Collaboration & Advocacy

5 Literacy & Numeracy

How to use Daily Literacy Activities

Goal: children develop confidence to describe events in their life and listen to others. They learn to use drawings to represent something they have experienced. They learn to sequence their thoughts. Later they learn to write words about their experience. Children cannot sit for long periods. Stand and sing or move between activities.

News sharing 2 or 3 days a week (adjust for your needs)

- Children work in pairs taking turns to talk and listen.
- Child #1 tells something that s/he did since yesterday or anything of interest.
- Child #2 repeats back what child #1 said. Child #1 gets to say whether child #2 was a good listener.
- When activity is finished, a few children get to tell news to whole class. If class has 25 children, five per day share so that all children have turn by end of week;
- To keep interest, listeners can raise hand to ask talker one question to get more information about what s/he said. Speaker takes only 3 questions from 3 students.

Journals 2 or 3 days a week (adjust for your needs)

- Children think of something about their lives that is of interest to them. At first they will not know what to "write" about. After a few attempts they will have many ideas and be eager to do the activity. They may use a slate but preferably designate special exercise book used only for daily journal writing. Children choose own topic 1–2 days per week.
- One day per week, teacher or class may suggest a topic. For example, a shared experience such as a huge rainstorm, a story told by a grandmother, or a class walk.

ABOUT STORYBOOKS

Quality children's literature can be a source of information and recreation. Positive reading habits needed for school success are developed in the early years. To become independent readers, children must first enjoy a selection of interesting books and have a story read to them every day.

Reading aloud to children has been called the single most important activity for building the knowledge for success in reading. It helps them to:

- Love books and want to read for themselves;
- Develop oral language skills by providing something interesting to talk about;
- Expand vocabulary and reasoning about everyday life, social roles, and emotions; communicate creative ideas and meaningful issues, thus developing important concepts;
- Develop connections between spoken and written words;
- Become exposed to the elements of a story—plot, character, setting, sequence, conflict resolution, etc; and
- Broaden children's world by seeing things outside their everyday experience.

Effective read-aloud methodology

- Read the book yourself before reading it to the class.
- Seat the children so everyone can see the page.
- Let the children discuss the cover picture and make predictions about the story.
- Point to the title: discuss the meaning and any interesting characteristics of the words. Note the author's name.
- Hold book away from you with pictures facing children.
- Read the entire story from cover to cover. Read slowly and clearly with expression and fluency.



Save the Children®

Training Resources (Cont.)

QUICK CHECKLISTS of essential ECD components

Developed by Deborah Llewellyn
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Quick Checklist

Save the Children's goal is to enable children to develop and learn to their full potential through quality early childhood programs.

This tool provides measurable, evidence-based standards for planning quality ECD programs and assessing progress. The ten checklists here correspond to the ten components used in each section of this guide.

The Ten Components:

- 1 Parenting/Caregiver Partnerships
- 2 Program Quality
- 3 Social-Emotional Development
- 4 Physical Development
- 5 Literacy & Numeracy Development
- 6 Thinking Skills Development
- 7 Play & Materials
- 8 Outcome Assessment
- 9 Transition to Primary School
- 10 Collaboration & Advocacy



Save the Children



#1 Partnerships with Parents/Caregivers

- Share hopes and dreams for children and talk about what will be needed to reach those hopes and dreams;
- Understand the benefits of quality ECD & parenting education for children's future success;
- Assist in setting up community ECD program (identify facilitators; enroll children; secure site; make learning materials);
- Visit program regularly to watch activities and see how children are progressing;
- Be a part of children's learning by teaching traditional crafts, songs, games, & stories;
- Attend monthly meetings with ECD facilitator to learn about how children develop and how adults can help children develop, why play is important, how to make toys, how to read to children, how to help children feel good about themselves, and how to promote children's health and safety;
- Practice new things at home to help their own children develop and talk about what they learned with other parents/caregivers;
- Develop community leadership skills to help children develop, including thinking about problems and solutions, discussing, making decisions, and taking action; and
- Make sure that children enroll in first grade at the correct age; talk with facilitator about child's needs and how the child is doing in school.

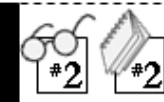
Relaxeej
Documents



#2 Program Quality

- What we are trying to do and how we will know if we have been successful must be clearly stated and measurable
- Physical facilities safe; welcoming; clean and attractive;
- Enough covered space (1.5 meters per child);
- Enough light and streaming through, and a safe outdoor play area;
- Access to toilet use or fesses/water;
- Small group size, 25-30 children maximum;
- Curriculum addresses all aspects of child development/learning;
- Qualified teachers (meet criteria, trained, early training);
- Frequent supervision of teachers (at least once a month and tied to classroom practice);
- Continuous teacher development (the opportunity to think about what has been learned);
- Community involvement;
- Learning posters & children's work is easy to see;
- Seating areas dry and not on dirt or cement;
- Safe and secure atmosphere;
- Positive and consistent discipline;
- Frequent warm and responsive interactions; Teacher/Child & Child/Child;
- Schedule posted and followed; no long wait periods;
- All children are treated well and equally;
- Activities support all areas of child development and encourage thinking skills;
- Opportunities for children to be in large group, small group or alone;
- Opportunities for children to start their own activities as well as listen to others;
- Activities are culturally appropriate; including local language;
- Nurture caring relations; exhibit enthusiasm and dedication;
- Know each child well and use child's name;
- Encourage independence; reinforce positive actions;
- Monitor, prevent and redirect negative behavior;
- Use routines to increase productive learning time;
- Use high level questions that help children think;
- Provide feedback that extends learning; and
- Apply new knowledge in the classroom.

Relaxeej
Documents



dren.

Daily Preschool



Rotina Diária da Escolinha

Amostra (adapte a hora de começar às suas necessidades)

9:00-9:15 Cumprimentos (15 minutos)

- 1.) As crianças lavam as mãos antes de entrar na sala.
- 2.) Cumprimentar cada criança;
- 3.) Rever a tabela de presença;
- 4.) Identificar a Criança do Dia;
- 5.) A Criança do Dia ajuda em liderar uma canção.

9:15-10:05 Linguagem (50 minutos)

- 1) Compartilha de Informações (Segunda/Quarta); Diários (Terça/Quinta); Diário Tema (Sexta) (20 minutos)
- 2) Leitura de Livro de Histórias (Segunda/Terça) ou Contar Histórias (Quarta/Quinta) ou Livro Grande (Sexta) (15 minutos)
- 3) Rimas ou Canção (5 minutos)
- 4) Actividade do Alfabeto – uma letra por semana (10 minutos)

10:05-11:05 Brincar no Canto (1 hora)

the Children.

“Corners” in the Classroom



“Corners” in the Classroom (Cont.)





Children's Books



À noite todos dormem,
grandes e pequenos,
elefantes e passarinhos.

"Ninguém deve ter medo do escuro. Fecha os olhos, macaquinho, que eu vou cantar uma cantiga para tu dormires bem"



Use of Art and Local Materials



Parenting Education

- Appreciative methodology, building on strengths
- Modules with topics such as
 - Building communication and literacy
 - Positive discipline
 - Nutrition and stimulation
 - Learning through play

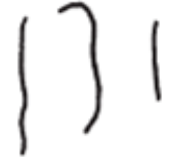





Impact Evaluation

- Partnership with World Bank
- Randomized, comparison groups
- Range of instruments:
 - Ages & Stages
 - Picture Peabody Vocabulary Test
 - Early Development Instrument
 - Household Survey



Ages & Stages

Cordenacao motora precisa				
<p>1- Depois que você tracar uma linha reta na vertical, de cima para baixo com um lápis ou caneta, peça ao seu filho para fazer unma linha como a sua. Não deixe seu filho marcar a sua linha. Seu filho faz uma linha parecida na direção vertical?</p>	<p>Count as "yes"</p> 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p>Count as "not yet"</p> 			
<p>2- Seu filho consegue fazer passar um atador por um botão ou pelo "buraco do sapato"?</p>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>3- Depois que olha você desenhando um circulo, peça a ele pra fazer um círculo parecido com o seu. Não deixe ele fazer em cima do seu. Ele consegue copiar você fazendo um circulo semelhante?</p>	<p>Count as "yes"</p> 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p>Count as "not yet"</p>			

EDI

Early Development Instrument (EDI)

Versão em Português para Moçambique
Portuguese version for Mozambique

1- Data de nascimento da criança: Dia ____ / Mes ____ / Ano

2. Sexo da criança

3. Data em que completou o questionário : Dia ____ / Mes ____ / Ano

4. A criança possui necessidades educativas especiais ? Favor explique

5. Língua Materna da criança

Changane Chope Ronga Outra? _____

6. A criança se comunica bem em sua língua materna?

Sim Não Não sabe

SECÇÃO B: LINGUAGEM E HABILIDADES

Como você classificaria esta criança?

	Muito bom/ bom	Médio	Pobre / Muito Pobre	Não Sabe
1. Capacidade de comunicar-se em português				
2. Capacidade de ouvir em português				
3. Habilidades de contar historias				
4. Habilidades de participar de jogos criativos e que envolvem a imaginação				
5. Habilidade de comunicar com os outros (adultos e outras crianças) sobre suas necessidades				
6. Habilidade de perceber de primeira o que lhe é transmitido				
7. Habilidade de pronunciar de forma clara				

en.

Household Survey

APRENDIZAGEM PRÉ-ESCOLAR		
No	PERGUNTAS E FILTROS	
S01	O (NOME) frequenta algum programa pré-escolar/escolinha, seja pública ou privada, incluindo creche, jardim de infância ou um centro infantil comunitário?	SIM NÃO NÃO SABE NÃO RESPONDEU
S02	Quanto é que paga para manter o (NOME) nessa	METICAIS NOVOS
S03	Sabe quem contruiu/ financia essa escolinha?	A PRÓPRIA COMU O GOVERNO IGREJA SAVE THE CHILDR OUTRO (Especifiq NÃO SABE NÃO RESPONDEU
S04	Nos últimos 7 dias, quantas horas o (NOME) passou na escolinha?	PREENCHA ZERO NÚMERO DE HORAS
S05	Nesta casa existe papel e lápis ou algo com que escrever?	PAPEL E LÁPIS SOMENTE PAPEL SOMENTE PAPEL E SE POSSA ESCRE NÃO NÃO SABE NÃO RESPONDEU
S06	As crianças usam este papel e lápis para pintar ou rabiscar?	SIM NÃO NÃO SABE NÃO RESPONDEU

Ready NUM

ECD Advocacy



- Unclear “ownership” of ECD
- Many small and uncoordinated programs
- ECD working group
- Ministry of Education plans to pilot a pre-primary year
- Potential to reach ~600,000 5-year-old children per year

Thank you - Obrigada!



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