

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 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 Foreword 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

Session 1: 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 <i>Ngoana Eo Ke Oa Mang?</i> ECD Teachers Resource Guide (2012)
CRS Lesotho <i>Ngoana Eo Ke Oa Mang?</i> Parent and Caregiver Training Manual (2012)
CRS Lesotho <i>Ngoana Eo Ke Oa Mang?</i> 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 <i>Malawi Kaleredwe Kabwino Ka Mwana</i> -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 <i>Lancet</i> Series on Nutrition and ECD

ACKNOWLEDGEMENTS

This curriculum is the product of a team effort by CRS colleagues and partners who shared their expertise and time to review the document and contribute key resources, including granting copyright permission.

The individuals named below all deserve special and deep appreciation with a special thank you to the CRS country program in Lesotho

CRS TEAM	MAJOR CONTRIBUTION (IN DEVELOPMENT)
CRS Regional Office Team	
Ana Maria Ferraz de Campos and CRS Lesotho <i>Whose Child Is This</i> Project Team	Resource contribution <i>Whose Child Is This?</i> Adopted into the ECD curriculum
Emily Doogue	Input on initial SCORE ECD gaps/needs analysis
CRS Headquarters Team	
Shannon Senefeld	Resources on positive parenting
Caroline Bishop	Reviewed <i>Resource Guide 5: Children Affected and Infected by HIV</i> ; contributed resources on OVC
Jean Claude Kazadi Mwayabo	Reviewed <i>Resource Guide 5: Children Affected and Infected by HIV</i> ; contributed resources on OVC
Lucy Steinitz	Reviewed <i>Resource Guide 5: Children with Disabilities and Child Protection</i> ; contributed various resources with copyright permission for <i>Resource Guide 5</i>
Leia Isanhart	Sensitivity review of the full set of resource and facilitator's guides;
Elena McEwan	Reviewed <i>Resource Guide 2: The Beginning of Child Development</i> ; <i>Resource Guide 6: Health and Safety of Young Children and Growth and Nutrition of Young Children</i> ; contributed resources on maternal and newborn care and complimentary feeding
Anne Sellers	Reviewed <i>Resource Guide 2: Infant and Toddler Development and Preschooler's Development</i>
Mary Hennigan	Contributed articles on nutrition and brain development
Jackie Ogega	Reviewed Rights and Protection section of <i>Resource Guide 5</i>
Adele Clark	Reviewed <i>Resource Guide 1: Approaches to ECD</i> ; contributed resources: THRIVE's organizational assessment tool-ECD HOCAL; THRIVE's Things You Can Do and Toys You Can Make Manual, Essential Package; Malawi Positive Parenting Counseling Card; pictures and illustrations
John Hembling	Reviewed pre-posttest questionnaire of the curriculum; reviewed curriculum session and training evaluation forms
Eshetu Kassa	Reviewed <i>Resource Guide 4: Administration and Finance of ECD Program</i>
Meghan Armistead	Reviewed <i>Adult Learning</i> and contributed related resources
Mary Riddick	Facilitated typing, converted pdf files to text, printed various copies of the draft curriculum and shipped it on time to country programs

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 <i>Spiritual Care and Support of Young Children</i> ; 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 <i>CRS-SCORE ECD Curriculum</i> , 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	
Sr. Jane Wanjiru, SCORE Program Coordinator, Association of Sisterhood Kenya (AOSK)	Needs/gaps assessment and analysis of individual sisters' ECD technical knowledge and skills capacity
Bertha Phiri, SCORE Program Manager /Zambia	Identified and selected ECD materials, including national ECD policy documents
Sr. Astridah Banda, SCORE Program Coordinator, Zambia Association of Sisters (ZAS)	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
Clara Joaki & Monica Chwalo SCORE Program Managers/ Malawi	Contributed case stories from sisters' lived experiences with young children, families, and communities
Sr. Rebecca Mathole, SCORE program Coordinator, Association of Women Religious in Malawi (AWRIM)	Reviewed the curriculum's pre-posttest questionnaire
Selamawit Tadesse, CRS-SCORE Technical Advisor, ECD	Reviewed the session and training evaluation form 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 <i>Resource Guide 1: Guideline for Spiritual Care and Development of Young Children</i>
Sr. Mary Magdalen Ndawala T.S., Executive Secretary - Association of Women Religious in Malawi (AWRIM)	Reviewed all resource guides with special attention to <i>Resource Guide 1: Guideline for Spiritual Care and Development of Young Children</i>
Sr. Anne Phiri Executive Secretary - Zambia Association of Sisterhoods (ZAS)	Reviewed all resource guides with special attention to <i>Resource Guide 1: Guideline for Spiritual Care and Development of Young Children</i>

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

Foreword



REPUBLIC OF MALAWI

**MINISTRY OF GENDER, CHILDREN, DISABILITY AND SOCIAL WELFARE,
PRIVATE BAG 330, CAPITAL CITY: LILONGWE 3, MALAWI**

NATIONAL ECD POLICY 2016

FOREWORD

The foreword is for the CRS-SCORE ECD Curriculum to be used for training religious sisters in integrated ECD at the regional level. The draft curriculum was developed to meet one of the project objectives of CRS-SCORE ECD curriculum in Malawi, Zambia, and Kenya. The major objective of CRS-SCORE ECD curriculum is to support the Religious Sisters to provide ECD services to young children, parents, caregivers, families and communities with strong knowledge and skills on inclusive, holistic, and appropriate ECD services.

The Government of Malawi recognizes that the CRS-SCORE ECD curriculum was developed in a consultative manner using a participatory approach. Field assessment was conducted on technical ECD gaps and needs of Religious Sisters in Malawi, Zambia, and Kenya through individual, focus group meetings and discussions with Sisters, government, non-state actors and SCORE partners. The participatory assessments lead to the development of the draft curriculum. It is pleasing to note that the Malawi ECD Technical team was involved in the development and review of the curriculum and Malawi ECD instructional materials were utilized to develop the curriculum.

I accept and accredit therefore the CRS-SCORE ECD curriculum so that it can be utilized as resource ECD materials in the training of ECD workers and caregivers in Malawi. It can also be utilized by religious sisters for training of ECD workers, parents and caregivers. Nevertheless, if the CRS-SCORE ECD curriculum is utilized as training manual in Malawi, it should be used together with Malawi ECD manuals and guides to complement and harmonize in-country ECD trainings. Malawi recognizes the importance of integrated ECD to the national socio-economic development, thus child responsive ECD innovations are welcomed and supported.

I would like to express my profound gratitude to CRS for coming up with the Regional ECD Training Module. Gratitude should also go to the Hilton Foundation for funding the curriculum. Special thanks should also go to all those who made technical input to the important and child responsive curriculum.

I encourage all the workers in Sub-Saharan Africa and all over the world to make use of the CRS-SCORE ECD Curriculum to benefit children in different situations for their survival, growth, stimulation, development, protection and participation for a fair start in life for all children.

A handwritten signature in black ink, appearing to read 'Mary Shawa'.

Dr. Mary Shawa

SECRETARY FOR GENDER, CHILDREN, DISABILITY AND SOCIAL WELFARE



Catholic Relief Services, 228 W. Lexington Street, Baltimore, MD 21201, USA
For more information, contact pqpublications@crs.org.