



PART 2:

Guide for Quality ECE Intervention: Strategies, Activities and Resources

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Cover photo: A student with an eyesight disability (white shirt and jeans) from Botroka Primary School plays a game designed to improve co-ordination and motor skills with her friend and her mother at her house in Samraong District, Takeo Province, Cambodia. CRS with the Ministry of Education, Youth and Sport (MoEYS), 2021. Photo by:Cree, Pip


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A close-up photograph of a young girl with dark, curly hair, smiling warmly at the camera. She is wearing a black short-sleeved shirt with a pattern of small white stars. She is holding a bright yellow toy that resembles a stylized animal or character, with red plastic parts and translucent wings. The background is slightly out of focus, showing hints of a shelter environment with various items and colors.

Ginger plays with a toy at a shelter opened for volcano survivors at Comunidad Canaán de Renovación Carismática Católica Church in Escuintla, Guatemala, CRS with Caritas Escuintla, 2018. Photo by:Palma, Ivan

PART 2, CHAPTER 3:

Guide for Quality ECE Intervention: Strategies, Activities and Resources

PURPOSE

This intervention guide is intended to assist Catholic Relief Services program teams in supporting partners with designing, implementing and ensuring quality Early Childhood Education (ECE)/preprimary programs or interventions for young children ages 3 to 5 before they begin compulsory education at primary school. Based on evidence-based literature and the Bio-ecological systems model, this intervention guide provides examples of intervention strategies that help facilitate the enforcement of quality ECE provisions relating to the tenets of BB I and BB II.

This guide does not intend to replace existing ECE intervention strategies in individual CRS countries or programs that have developed their own ECE strategies. Rather, it is an attempt to augment these various efforts and improve the overall quality of CRS' ECE programming.

STRUCTURE OF THE INTERVENTION GUIDE

ECE programs or interventions have the potential to provide an optimal learning environment for children by addressing children's development and learning, health, nutrition and protection needs holistically. They are effective when delivered through partnerships and the coordinated work of multiple actors and systems supporting children ages 3 to 5. This guide has six sections and provides examples of strategies for implementing quality ECE interventions by delivery agents and delivery mechanisms with activities and resources.

Section 1. Intervention Platform:
Family (Household)

Section 2. Intervention Platform:
Facility (ECD program, e. g., ECE Center)

Section 3. Intervention Platform:
Community (Faith leaders, Local leaders, Community groups or Councils)

Section 4. Intervention Platform:
Institution (Government body - ECE Sector and others hosting ECE)

Section 5. Monitoring and
Evaluation

Section 6. Cross-cutting elements in
ECE by early education in emergencies, gender, disability, protection, minority language, and technology.

The matrix is organized to provide CRS program teams and partners with the option to implement quality ECE interventions at one or multiple levels of the child's ecological systems. For example, a program that designs or implements ECE interventions through families/households may find **Intervention Platform I: Household** relevant for its intended purposes and contexts, but may want to supplement it with an additional intervention approach, such as combining the Household and ECE Center intervention platforms.

As such, the strategies, delivery agents, delivery mechanisms and activities are not prescriptive. Rather, they are meant to be general guidelines which programs should tailor to the intended scope of their intervention, purposes, goals, context (setting, donor priority target groups, etc.) and resources.

The suggested resources are not exhaustive. They are supplementary tools to existing national resources and are intended to provide alternative sources of evidence-based information that promote quality ECE services for all children. Therefore, the user is expected to first review and adapt existing national resources prior to the use of CRS' internal and/or external resources. The user will then need to adapt those resources as relevant to the specific goals and context of the intended intervention.

The guide also provides broad strategies on monitoring and evaluation in ECE and broad strategies on six cross-cutting elements important to ECE: gender, disability, protection, minority language, emergency and technology. It is recommended that the user of this intervention guide consider how to include these cross-cutting elements in the design, implementation and evaluation of ECE interventions. In addition, refer to the Annex section of this ECE Framework (Chapter 3., Inclusion in early childhood) for more detailed information related to these cross-cutting elements, as well as monitoring and evaluation.

APPLICATION OF THE INTERVENTION GUIDE

Applying one versus multiple levels of interventions: While ECE programs have the potential to implement quality ECE interventions at all four ecological systems, not all ECE programs take this multifaceted approach. Some ECE programs may focus on supporting young children through home-based early learning activities by building the capacity of parents and caregivers (Platform I). Others might use the ECE center/facility itself (Platform II) as an entry point of intervention to support the diverse elements of children's needs—such as learning, health, protection and/or nutrition—through a broad range of capacity building activities and provisions, including training teachers and/or strengthening the resources and environment of the ECE program. Yet, other programs may use entry points such as support for advocacy or community outreach (Platform III) to work on children's rights and efforts to improve or develop new ECE policies to meet the needs of children in preprimary education. It is very important to be mindful that there is no single best approach or point of intervention as interventions differ from country to country and from one program to another.

It is important to be mindful that no one program will be able to do everything suggested in the intervention guide. *The best practice is to plan and implement ECE programs based on a comprehensive gap analysis and according to the needs*

and contexts of the specific setting and target group. For example, **it is best if CRS and our partners conduct a feasibility analysis before deciding on the suggested intervention/s to understand what is already in place, what can be leveraged, where the greatest need is, and where CRS and our partners are likely to be most effective.** Additionally, efforts to plan and implement ECE interventions should consider a set of evidence-based standards for ECE quality as well as provide training and support for key actors and stakeholders so they can meet those standards.

Putting the Building Blocks (Figure 1) into practice: Any ECE intervention is composed of several BBs. As such, each element of BB I and II informs the example strategies presented in the ECE intervention below. Informing your ECE strategies by the tenets of the BBs is important because the extent to which a program incorporates the BBs will determine the quality of the ECE intervention. For example, if your intervention strategy is to *equip ECE teachers with knowledge on child development and learning and ECE curriculum*, informing your strategy by appropriate BBs such as (but not limited to) BBs 1.3, 1.4 and 1.5 will foster the quality of the intervention. This means that because your strategy is aligned with the tenets of the BBs, early childhood teachers can apply better-informed early childhood teaching pedagogies. For example, teachers will be required to recognize the importance of play and provide opportunities for children to learn through play. To monitor some aspects of quality in each standard/BB, program teams and partners need to administer several questions related to the quality of each BB. The quality monitoring questions must reflect national priorities and cultural context and can be developed or adapted from evidence-based or nationally approved quality monitoring tools and criteria. Some examples of ECE quality monitoring tools include Measuring Early Learning Quality and Outcomes, which measures both learning and learning environment (MELQO) ([UNESCO, UNICEF, Brookings Institution and the World Bank, 2017](#)). For more examples of ECE quality monitoring tools, refer to resources in Section 5. Monitoring and Evaluation in ECE and the Annex section of this document.

Figure #1: Building Blocks for Quality Early Childhood Education Intervention

BUILDING BLOCKS I	BUILDING BLOCKS II
1.1. Nurturing and responsive relationships	2.1 Inclusion and protection
1.2. Health, nutrition, safety	2.2. Leadership, finance and workforce
1.3. ECE curriculum	2.3. Monitoring and quality assurance
1.4. Instruction/pedagogy	2.4. Partnership and collaboration
1.5. Physical environment for learning	
1.6. Assessment of learning	
1.7. Transition and continuity	
1.8. Family and community engagement	

Source: Adapted from ACEI; UNICEF; NAEYC, n.d.; ACEI 2011; UNICEF 2019; UNESCO 2018; UNESCO, UNICEF, & Brookings Institution and the World Bank, 2017; Anderson, Kosaraju, Raikes, & Solana, 2017

SECTION 1. INTERVENTION PLATFORM: FAMILY (HOUSEHOLD).



Sisters, Nhem Sopheadalin with an eyesight disability (left), and Nhem Sophanita with a mobility disability (right), from Botroka Primary School play a game designed to improve motor skills and sense of touch with their mother (right), at their house in Samraong District, Takeo Province, Cambodia. CRS with the Ministry of Education, Youth and Sport (MoEYS), 2021. Photo by: Cree, Pip

1.1. Intervention Strategy: Structured, evidence-based and culturally adapted parenting curriculum/tools to support parents/caregivers improve their practice in ECE.

Adapt existing or develop new parenting curriculum to help parents improve their nurturing and parenting skills, and to support them in the use of the home as the primary learning environment for children ages 3–5. Some examples of existing materials developers can explore include, but are not limited to, national program/curriculum in ECE; evidence-based ECE supplementary materials; and tools adapted and contextualized to national standards.

If there is no national parenting curriculum, develop one in coordination with the ECE sector/national program responsible for ECE, such as the Technical Working Group (TWG) that includes other relevant stakeholders and experts.

1.1 BUILDING BLOCKS: 1.3. 1.7. 2.2. 2.4

1.1 Delivery Agents

Parenting curriculum development team:

- CRS staff
- Partner staff
- National ECE sector and/or technical working group comprised of relevant stakeholders, including subject matter experts in ECE.

1.1 Delivery Mechanism

Capacity assessment on needs, gaps and opportunities for making decisions on evidence-based parenting curriculum:

- Use the assessment data and evidence to select, prioritize and refine existing ECE resources for parenting or develop new ones, as necessary.
 - if building a parenting curriculum from scratch, developers should use the assessment to identify best practices from the target group (current positive parenting and early stimulation strategies already in place).

Adaptation or development of parenting curriculum:

- Fortify existing or develop new parenting curriculum by testing it with the users for its feasibility.
- Develop a simple guideline for the delivery of this curriculum that includes instructions on how to reach the parents of young children and deliver this training in a way that is responsive to their own needs and schedules.

Training of Trainers on the parenting curriculum:

- Select and train focal ECE persons from CRS project and partner staff, including government field agents, and train them in the curriculum so that they become master trainers and build the knowledge, skills and attitudes of people who are working with and supporting parents. The decision of selecting parent educators depends on the local context. In some contexts, best placed parenting educators could be ECE teachers, social workers, community health volunteers and/or project field staff.
- Subject matter experts, such as early childhood educators or specialists from international, national and university forums, can train ECE focal persons on the parenting curriculum.

1.1. Example Activity/ies

Adapting existing curriculum for developing a new one:

- Review all existing national parenting curriculum or other evidence-based parenting curriculum (where a national curriculum does not exist) and analyze content for gaps and opportunities to better meet cultural needs (e.g., language adaption, traditional folkloric stories and songs during positive parenting) and interests of the target population/families and young children.
- Refer to evidence-based standards for quality parenting education (See Resource.) as a guide when adapting or developing a curriculum See some resources in 1.1.: Considerations when adapting a Program; and Resource Pack for Implementing Parenting Education Programme: A Working Document (UNESCO).

1.1 Resources

Internal

[CRS ECD Curriculum for training caregivers and teachers of children ages 3-5 with/without disability](#)

A CRS-developed manual for the Strengthening the Capacity of Women Religious in Early Childhood Development, or SCORE-ECD, project. The curriculum and training resources were created to improve the knowledge and skills of ECD service providers to support quality early childhood programming.

[CRS Facilitator's Guide for Parenting Support in Africa](#)

A CRS developed training resource targeted for programs working with children ages 12 or younger to implement and deliver a parenting curriculum to strengthen parents' knowledge and skills in child development.

External

[Home-based Learning Tips for Parents Eng + French by BEC-ECD Working Group Toolkit](#)

This is a downloadable, home-based learning material (BEC-ECD Working Group) which contains eight activity tips for parents to support children's early learning at home. It provides information on the importance of home-based learning and simple activities in early math-at-home, talking-at-home, problem-solving-at-home, curiosity-at-home, storytelling-at-home and creativity-at-home.

[Nurturing Care Framework UNICEF/WHO](#)

A framework (UNICEF and WHO) for helping children SURVIVE and THRIVE to TRANSFORM health and human potential. The resource is helpful for early childhood intervention, supporting early childhood service providers and caregivers/parents to meet the needs of children holistically in health, nutrition, education and protection. This framework has been adapted in more than 100 countries worldwide.

[Parenting Education: Which Intervention Model to Use?](#)

A research publication of a literature review and a comparative analysis of parenting education models.

[Caring for the Caregiver Participant's Manual \(CFC\) UNICEF](#)

A training manual that provides information about how to help caregivers increase their emotional awareness, practice self-care and improve their coping skills. The manual can be utilized for maternal and child health training packages.

[CFC Implementer's Guide](#)

A guide that provides background information on Caring for the Caregiver (CFC) and guidance on the implementation and rollout of CFC activities. It additionally provides recommendations for monitoring and evaluation, and guidance on supporting frontline workers being trained as CFC.

[CFC Facilitator's Manual](#)

A training manual for a three-day training of the Caring for the Caregiver (CFC) module, including a breakdown of the agenda, training steps, equipment and activities.

[Standards For ECD Parenting Programmes In Low And Middle Income Countries \(UNICEF\)](#)

A guide for practitioners interested in early childhood development and in the process of developing or adapting their parenting resources or curriculum. The guide provides readers with a set of evidence-based recommended standards for strengthening parenting programs.

[Resource Pack for Implementing Parenting Education Programme: A Working Document \(UNESCO\)](#)

A resource pack intended to provide ideas and suggestions to support implementers of parenting education programs on what to consider when adapting or developing a parenting tool/curriculum, including guidance on conducting meetings with parents, communication and the provision of supports for parents.

[Integrated ECD Models Guidelines Rwanda/UNICEF](#)

This material shows Rwanda's key ECD models being promoted to scale up ECD services to the village level. It is a useful resource that guides all service providers implementing ECD programs in different types of models and standards:

Family-based ECD services, home-visitation ECD services, home-based ECD model, community-based ECD model, center-based ECD model, model ECD center/center of excellence, health-facilities based ECD services and workplace ECD Services.

[Parent Education Core Curriculum Framework 2011 USA](#)

A comprehensive guide to planning curriculum for parent education programs in the domains of a) parent development, b) parent-child relationships, c) early childhood development, d) family development and e) culture and community. It provides evidence-based information on what facilitators or parent educators can teach parents about what they can do to support young children's development and learning.

[Considerations When Adapting a Program](#)

The material provides tips and steps to follow when adapting a certain program to meet the cultural needs and interests of the target population.

[Parent Education to Strengthen Families and Prevent Child Maltreatment \(Targeting Fathers included\)](#)

This brief provides an overview of parent education programming, research demonstrating its benefits, and information about different types and examples of evidence-based and evidence-informed parent education programs. It also includes information on the importance of involving fathers in parenting education.

[Resources on early childhood care and education UNESCO](#)

This material provides a resource package from UNESCO on early childhood care and education (ECCE) (2004–2019) that includes: 1) Conventions and frameworks related to ECCE, 2) ECCE teacher development, 3) ECCE approaches, pedagogies and materials, 4) ECCE policy, financing and governance, 5) ECCE assessment and monitoring guidance, 6) ECCE reports and 7) ECCE-related UNESCO links.

1.2. Intervention strategy: Capacity building of parents/caregivers (Building knowledge, skills and attitudes in ECE) for improved practices in supporting child's needs in ECE.

Provide parenting education to parents and caregivers on a given ECE topic such as holistic early learning and development of the child (e.g., abilities and skills in emergent literacy and numeracy, motor skills, social and emotional skills); the importance of play in learning; ECE/school readiness; timely enrollment of children in preschool; positive discipline; safety, nutrition and health; the significance of parenting care; and relationships between children and their parents or caregivers, including fathers' engagement in children's ECE.

1.2 BUILDING BLOCKS: 1.1. 1.2. 1.5.1.7. 1.8. 2.1.

1.2 Delivery Agents

- Project and partner ECE focal-point persons (trainers and supervisors)
- Parenting educators (e.g., community volunteers; government field workers) recruited by project and partner staff, in coordination with government ECE office

1.2 Delivery Mechanism

Parenting sessions with job aids:

- Conduct parenting education through various platforms such as home visits; parents and caregivers support groups (e.g., care groups, ECE parent support forum), care groups and home visits, SILC groups, MCH health checkups, community meetings, village health fairs).
- Support sessions using structured/picture-based education materials, such as facilitator's guide/flipbooks, together with safe locally made toys and speaking to the specific topic/s being discussed.

Demonstration and modeling of ECE knowledge/skills/dispositions with feedback:

- Model and scaffold learning for parents/caregivers and older siblings how to facilitate learning for child at home through positive adult-child and peer interactions, positive feedback, communication, and play using home-made early learning and play materials.
- Provide opportunities for caregivers and children to try activities together and receive feedback for interactive early learning and positive discipline practices. This could be done in play groups and parent sessions.

Placement of child with at least a minimum one-year enrollment in quality ECE program:

- Help parents enroll child in existing formal or alternative and targeted ECE programs for difficult-to-reach children, as applicable to context (e.g., community-based, nonformal ECE program; formal ECE program; home-based ECE program; formal or nonformal accelerated ECE program).

1.2. Example activity/ies

Parenting education

- Daily caregiving routines (e.g., mealtime, washing, dressing, cooking, playing) provide opportunities for parents/caregivers to conduct play-based educative and social activities for the child that support healthy development and learning. Some creative ways that parents/caregivers can engage with the child include adult-child shared book reading; storytelling; asking questions; caregiver setting clear expectations (e.g., ask the child to walk from one place to another in the house); rhyming related to preliteracy; and numeracy skills (e.g., if mother is cooking, let child play with empty pots and talk to child about fitting one in the other/size. Let child count onions; let the child tell the names of cooking items such as potatoes, tomatoes, rice; if mother or father is washing clothes, sing songs together with the child; let the child sit nearby and play with a bucket of water, filling cups with water while counting, etc.). Parents/caregivers provide positive guidance and discipline for prosocial behavior. Activities include modeling and positive reinforcement of positive social skills during child-to-child or child-to-caregiver/parent interactions.

1.2 Resources

Internal

[CRS Guidance Note on Family and Community Engagement to Support Child Literacy Development and Learning](#)

A CRS resource developed to provide CRS programs and partner organizations with a practical guide to developing and implementing activities that promote families and communities supporting children's learning and literacy development from birth to adolescence.

[CRS Facilitator's Guide for Parenting Support in Africa](#)

A CRS manual for agencies or programs working with children ages 12 or younger that are interested in establishing parenting programs. The manual provides a framework for implementing and carrying out a parenting curriculum which trainers can adapt to meet the needs of their contexts.

[CRS ECD Curriculum for Training Early Childhood Caregivers and Teachers](#)

A CRS six-part series of manuals for training early childhood caregivers and teachers supporting children ages 0–5. The curriculum was created for Strengthening the Capacity of Women Religious in Early Childhood Development, or SCORE-ECD, funded by the Conrad N. Hilton Foundation. It is tailored to the needs of ECD service

providers, especially Catholic Sisters congregations in Kenya, Malawi and Zambia, and includes case studies based on sisters' experiences. The curriculum consists of six ECD resource guides with corresponding guides for the facilitators who carry out the training. It also has a pre -and post-test document for gauging the knowledge and skills of trainees before and after the sessions. About 145 master trainers were trained on this curriculum and are providing ToTs to other caregivers in the three countries. The curriculum was adapted by the Malawi ECD program for regional training of ECD service providers, and CRS Ethiopia and CRS South Sudan have also adapted this curriculum for their ECD programming.

External

[Parent Education Activities](#)

A resource which provides tips for parents to support language and literacy development in young children. It provides concrete examples of activities along with the appropriate grade levels for implementation.

[Positive approaches for challenging behaviors](#)

A resource to support positive and motivating approaches to discipline and behavior management. It provides concrete examples of strategies which both parents and caregivers can utilize.

[Training of the Trainer Toolkit: Emergent Literacy and Math at Home \(Save the Children\)](#)

This is the Training of Trainers Toolkit (Save the Children) for the Emergent Literacy and Math (ELM) program to provide structured and effective training for those program staff who will in turn be training parent group facilitators on leading the ELM at-home sessions with parents or other caregivers.

[PlayMatters-at-Home Handbook and Audio package IRC; \(LEGO Foundation\)](#)

A package of resources developed by IRC and LEGO during COVID-19 to help caregivers engage their children in educational play. PlayMatters focuses on supporting child and caregiver well-being, and prioritizes promoting well-being by mitigating stress and learning loss, through play-based methodologies to make reading, math and SEL activities fun for the whole family. The package includes 1) PlayMatters at Home Primary Packet, 2) PlayMatters at Home Pre-Primary/ECD Packet and 3) PlayMatters at Home Educator Packet.

[Indigenous early childhood care and education \(IECCE\) curriculum framework for Africa: a focus on context and contents](#)

This resource discusses various indigenous ECCE curriculum frameworks for Africa and describes some good practices identified as home- and community-based preschool programs, which addressed multiple areas of development linked to nutrition and cognition, and made efforts to address issues of inclusion and gender equality. Some of these ECCE practices include Burkina Faso Bisongos, Congo-Espace d'éveil, Lesotho- Home-based Approach, Mauritius-Parental Empowerment Program, Nigeria child care centers in workplaces and South Africa NGOs like Ntataise.

[UNESCO: Parenting Education Videos Released: DVD](#)

This is a very useful 3–4 minute video package for parenting education on basic child development developed by UNESCO Bangkok and the Asia and Pacific Regional Bureau for Education. It also contains several early childhood care and education resources at <http://bangkok.unesco.org/theme/9/publications>.

1.3. Intervention strategy: Equipping the home with safe space and materials for in/outdoor play and learning activities to support child's learning at home.

Support parents/caregivers to equip the home with low-cost or homemade play and educative materials that are safe, developmentally appropriate and stimulating. Make sure that play areas and learning toys/objects/appliances are conducive for child with/without disability. Play materials should also be appropriate to the context of the community children live in and imitate games children play at home.

1.3 BUILDING BLOCKS: 1.4. 1.5. 1.7.

1.3 Delivery Agents

- Specialists on toy making
- Project and partner staff trained on toy making and setting up playground around families' house
- Parents and caregivers of preschool children, including fathers and grandparents

1.3 Delivery Mechanism

Toy making:

- Organize workshop to train parents/caregivers/older siblings (male members of the family) and field agents in making developmentally appropriate toys/objects for play and learning, using low/no cost materials available in the community. Toy making could also be part of Child Health Day/Wellness Day, or any other national child events and school day.

Demonstration and modeling on the functions of toys/objects in play-based learning:

- Demonstrate for parents and caregivers in group or one-on-one sessions—especially fathers—how to apply playground equipment and homemade toys and objects, including household materials, to stimulate and enhance the cognitive-language, social-emotional and physical-motor skills of preschool-age children, including children with disabilities (e.g., show family members how they can use local materials to make assistive devices, such as seating and mobility aids).

1.3. Example Activity/ies

Play and learning materials

- Board and memory games to support cognitive development; engage children in conversation to support language development; number and alphabet games to support numeric reasoning and literacy; and stacking and building games using items such as pillows, cushions, small toys, cardboard boxes, plastic containers and cups, see-saw, swings, jumping ropes; ball, balance beam, water box with cups to support motor and other development domains.
- Set opportunities between child and caregiver to intentionally promote talk to support expressive and receptive comprehension and language development. Also remind parents that children's questions are a positive thing and something to be encouraged rather than ignored or discouraged! For example, families can ask children to tell them about their day; about the ways they are stacking blocks;

about the illustrations they see in a book; how many scoops of beans or pebbles fill a cup; what happens when a leaf or a stone is dropped in a water box, and so on. These interactions work to strengthen children's skills in language, problem-solving and social development.

- Promote and encourage opportunities for imaginative and constructive play with preschoolers to support problem-solving and logical/concrete reasoning. For example, an observation-based discussion on why things float or sink will inspire children to think about why or how things happen and teach them in a concrete way.

1.3 Resources

Internal

CRS Manual: [Using Play for Growing Smart Children: Things You Can Do and Toys You Can Make](#)

This resource, developed by the CRS Thrive Project, provides ECE programs with information on the value of play on child development and learning, and steps on how to make age- and development-appropriate toys and objects that enhance children's learning through play.

[CRS—A new toy story: how cans, buttons & boxes build brains](#)

This is a brief on CRS Thrive project's activity on how to make toys using everyday home materials to enhance children's development and learning.

External

[Play Matters at Home Pre-primary Activity Package](#)

A package of resources developed by IRC and LEGO during COVID-19 to help caregivers engage their children in educational play. PlayMatters focuses on supporting child and caregiver well-being, and prioritizes promoting well-being by mitigating stress and learning loss through play-based methodologies to make reading, math and SEL activities fun for the whole family. The package has 1) PlayMatters at Home Primary Packet, **2) PlayMatters at Home Pre-Primary/ECD Packet** and 3) PlayMatters at Home Educator Packet.

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[UNICEF Education Kit Handbook Early Childhood Development Kit Guidance](#)

A handbook which provides training and curricular guidance related to the UNICEF educational prepackaged education kits to strengthen its impact. The handbook is useful for training people working with children to enhance children's development and learning through play. It provides lists of age- and development-appropriate materials suitable for supporting children through play, including psychosocial playful activities and tips on how to engage parents to communicate with children through interaction and play. Materials contained in the UNICEF ECD Education Kit include arts and crafts materials, reading materials, playing materials-toys, expressive activities and caregiver materials.

[A Booklet for Parents: Learning to Play and Playing to Learn: Getting Ready for School](#)

Learning to play and playing to learn is a parent resource. It is based on the research of what, how and when a child learns. The booklet is filled with up-to-date information, helpful tips, checklists and links to other resources that help children grow and develop so that they become ready for school.

[The Child to Child Resource Book](#)

The Child to Child Resource Book provides early childhood practitioners, trainers, advocates of children's participation and others with practical guidelines and activity sheets for supporting children with/without disabilities in the areas of health, safety, nutrition, development and learning. The resource book is translated and adapted into 31 languages. The activity sheets are designed to serve as a model for people who support children to adapt and create materials that suit the context and realities specific to the countries in which they work.

[Playing with Young Children: Play for pre-school children](#)

This resource is an activity sheet that provides tips on how to assist older children, caregivers and parents, and ECE teachers in facilitating learning for young children through play. Some suggestions include games and play activities; where to collect materials for toys and games; how to organize play activities in different settings such as home, ECD centers, health clinics; and how to organize and store play materials.

1.4. Intervention strategy: Connecting home with ECE program to support child transition to and enrollment in ECE program

If ECE program is available in the community, raise the awareness of parents/caregivers about the importance of preschool and support them to enroll their preschool-age child (with/without disability) in early learning program/ECD center on time.

Also, make sure that the health/protection sectors (nearby clinic, CHW, social worker, etc.) know about the program and discuss it with the parents, since these are often the community resources new parents are most likely to encounter—during postnatal visits, during child growth monitoring/MCH sessions, during home visits, etc.

Facilitate familiarization among and between parents/caregivers, the child and the ECE staff for smooth transition of child from home-to-school with supportive enrollment provisions for child and families.

If ECE program is not available in the community, help parents to support their children's early learning at home (See 1.1., 1.2. and 1.3.).

1.4 BUILDING BLOCKS: 1.7

1.4 Delivery Agents

- Project staff
- Partner staff
- Parents and caregivers
- ECE teachers and providers
- Local ECE officials Community leaders

1.4 Delivery Mechanism

Linkage of families with ECE program for supporting child's transition and enrollment

- Connect parents/caregivers with ECE provider, teacher/s and community leaders so that they establish positive relationships and plan strategies for child's smooth transition from home to preschool or to the primary school (i.e., in the case of a child transitioning directly from home to primary).

Supportive home-based early learning environment and materials for children in the home:

- Improve the support for early learning available at home by increasing parents' and children's access to home-based ECE materials. Match the materials with what children would use in learning at quality ECE program.

Volunteer parent support group:

- Train and assist volunteer parents/caregivers to form parents' platform to engage in, support and supervise their child's learning at the ECE program, including home (e.g., periodic meetings with the ECE staff and others concerned).

1.4 Example Activity/ies

Transition and home-school connection

- Host open-day where parents can visit the learning program/environment together with the child; the child and parents meet the child's teacher and learn about the new expectations for child; teacher learns from parent and child about their home experiences and values.
- Teacher allows child to visit the classroom and spend some time with peers for familiarization; teacher encourages parents to help child at home and boost learning using home language and accessing ECE materials from the center; how to apply positive discipline.
- Teachers reach out to parents, develop positive relationships; parent and teacher plan joint follow-up of child's health, safety and progress in learning; participating as assistants at learning centers; and volunteering in child support groups, child-oriented social, cultural and traditional events for children.

1.4 Resources

Internal

[CRS Guidance Note on Family and Community Engagement to Support Child Literacy Development and Learning](#)

A CRS resource developed to provide CRS programs and partner organizations with a practical guide to developing and implementing activities that promote families and communities supporting children's learning and literacy development from birth to adolescence.

External

[\(NAEYC\) Strategies for Successful Home-to-School Transitions](#)

An article that gives home-to-school strategies for teachers and families to use to support young children's transition to school. It presents concrete strategies and supports which can be implemented at home and in the early education setting for all children—including children with disabilities and children who are dual-language learners and their families.

[Transition to Kindergarten-School Readiness](#) (with indicators)

This resource provides a kindergarten readiness indicators checklist intended to help preprimary teachers and service providers ensure that the educational experience of the children they serve gets off to a good start.

[Transitioning to Kindergarten: A Toolkit for Early Childhood Educators](#)

This is a school readiness/transition package (American Federation of Teachers U.S.A) with potentially adaptable practical guides such as the **Get Ready to Read tools** which describes 1) Readiness Indicators Checklist on components of school readiness: Expressive and Receptive Language, Approaches to Learning and Cognition, Phonological Awareness and Print Knowledge, Mathematics, Social-Emotional, Physical Development, including Observation and Activity Guide; 2) Get Ready to Read! Screening Tool; 3) Booklist; 4) Activity Guide for Parents; 5) Transition Resources on the Web with school readiness indicators.

1.5. Intervention strategy: Family economic strengthening for supporting child's needs holistically in health, nutrition, education and protection

Support family, especially disadvantaged and marginalized families, to boost their income for improved provisions and care in health, nutrition, safety and learning needs of child with/without disability.

1.5 BUILDING BLOCKS: 1.8. 2.1. 2.4.

1.5 Delivery Agents

- Project staff
- Partner staff
- Field agents
- Supervisors of field agents
- Community volunteers

1.5 Delivery Mechanism

Conditional cash transfer to families:

- Combining conditional cash transfers for parents with monthly parental training in ECE meetings with commitment to support child's needs such as attendance at ECE program, developmental screening and health check-ups, adequate and nutritious food, and safety (e.g., village assembly meetings, small-group meetings, home visits on nutrition, health, child protection and psychosocial stimulation).
- Support family to form/join Savings and Internal Lending Communities (SILC) groups in the community with an objective of utilizing profit for supporting child's learning and well-being. Training families (SILC groups) on CRS' Child-Optimized Financial Education will help maximize savings (see COFE curriculum in Resource section).

WASH and homestead gardening training for parents:

- Train/educate parents/caregivers on personal hygiene and household environment sanitation and home backyard gardening.

1.5. Example Activity/ies

- Parents/caregivers voluntarily form a SILC group and save money, as a source of loan capital from which they can borrow. The main purpose of a SILC is to provide savings, simple loans and insurance to community members who do not have access to formal-sector financial services, either because the services are not available or because they cannot access them. Parents use savings/profits for supporting child's early learning, enrollment fees and other needs such as health checkups and providing nutritious food.
- Conditional cash transfer (CCT) program provides families with direct cash grants conditional upon their commitment to meet their children's needs in health, safety, nutrition and learning.

1.5 Resources

Internal

[CRS Well-being Day Manual: Planning and Conducting Well Being Days](#)

A CRS resource that provides guidance on how to organize and monitor Well-being Days. Well-being Days are community-based events that provides key services and support to family, caregivers and children to support children's well-being and development.

[CRS Booklet on Child Optimized Financial Education \(COFE\): Moving Families From Vulnerable to Thriving \(CRS & USAID\)](#)

A CRS resource that is unique among financial education curricula, which helps caregivers look holistically at the financial lives of their families, including the children in their care. The resource also integrates themes around HIV prevention, care and treatment, child protection and succession planning to support caregiver financial planning, decision-making and ultimately to increase investment in the children in their care.

[Cash transfers-CRS](#)

A CRS publication that provides information on CRS' cash transfer programs applied in different areas of intervention (e.g., gender, humanitarian aid) and offers tips on various cash transfer modalities.

[CRS SILC Field Agent Guide 5.1: A SMART Skills Manual](#)

A CRS resource that provides SILC program managers and local implementing partners with best practices and guidance on training SILC field agents.

[CRS ECD Curriculum Module 6: Health, Safety, and Nutrition – Training for early childhood caregivers and teachers](#)

A CRS resource that is part of a series of manuals that focuses on six topics in Early Childhood Development (ECD): Different programming approaches, basic concepts, etc. This resource focuses on the health, safety and nutrition of young children and what caregivers can do to support children's well-being in health nutrition and safety.

[Homestead Gardening: CRS Manual for Program Managers, Implementers, and Practitioners](#)

A CRS resource that provides techniques and lessons learned from homestead gardening programs successfully implemented through the Consortium for Southern Africa Food Emergency (C-SAFE) in Lesotho.

External

[Using cash transfers to boost early childhood development: training parents on child stimulation](#)

A research publication on the benefits of cash transfer and parenting programs on early childhood development indicators in low- and middle-income countries.

[The Impact of Cash Transfers on Early Childhood Health and Cognitive Development in Nicaragua](#)

A research publication that documents the impact of a national conditional cash transfer (CCT) program in Nicaragua on early childhood health and development. The program has made substantial and lasting improvements in child health and development outcomes.

SECTION 2 INTERVENTION PLATFORM: FACILITY (ECD PROGRAM, E.G., ECE CENTER)



Yvone Nancy Awino, draws images of what she feels “home” means for her. She is one of seven grandchildren living with Eliakim Dude, 62, and wife Patricia, 54, in Konjiko village in Siaya Country, SCORE ECD Project, 2019. Photo: Goodwin, Georgina

2.1 Intervention strategy: Strengthening existing ECE services/programs by identifying and implementing specific quality standards for supporting young children’s readiness to learn and succeed in primary school and beyond.

If there are national standards for quality ECE, assist/support ECE program/s to adapt existing standards for quality ECE programs and plan and implement developmentally and culturally appropriate service to **all** young children, as relevant to the purposes, goals and contexts of that specific ECE program (formal ECD center, child-friendly space, community-based center or accelerated early learning programs)

If there are no national standards for quality ECE, support the development of evidence-based standards in coordination with the national Technical Working Group (TWG) specific to ECE sector or the national program responsible for ECE, including other relevant stakeholders and ECE experts.

2.1 BUILDING BLOCKS: 1.1. 1.2. 1.3. 1.4. 1.5. 1.6. 1.7. 1.8. 2.1. 2.4

2.1 Delivery Agents

- Program staff
- Partner staff
- ECE stakeholders
- ECE experts
- ECE teachers
- The Ministry of Education
- The Ministry of Health and/or the Ministry of Child Welfare/Social Protection

2.1 Delivery Mechanism

Facilitate young children's access to quality ECE services:

- Create awareness among parents and caregivers about enrolling their children in ECE programs, where available.
- Map existing early childhood education centers for identifying gaps building the capacity, as appropriate.

Child-centered, culturally contextualized and play-based ECE curriculum **and early learning and development standards (ELDS)**:

- Support fortifying existing, or developing new, ECE curriculum and ELDS aligned with early primary grades—informed by current research, child development theory and guiding principles about how children learn and what developmentally appropriate pedagogy and positive behavior guidance look like.

Support for ECE instructional practices—initial and ongoing refresher trainings with constant coaching and mentoring support for ECE teachers:

- Train ECE teachers and caregivers on the ECE curriculum and ELDS to practice developmentally appropriate and play-based instructions, materials and behavior guidance techniques for **all** children in their preprimary programs/classrooms, including how to work as a teaching team.
- Train ECE teachers/caregivers and management staff on how to make a variety of learning and play objects from no/low cost locally available materials.

Relationship with families of **all** in transition and enrollment in the program:

- Assist ECE staff to reach out to parents with supportive plans and activities for the child's successful transition and enrollment in the program, including the child's subsequent learning performances. See also **strategy 1.4.** on the families' role in transition and collaborating with ECE Program staff.

Indoor/outdoor space and materials for learning:

- Assist ECE program to set up structured and inclusive classroom environment with developmentally appropriate and play-oriented materials and learning corners per national or internationally accepted and contextualized standards for quality ECE environment. Use low/no cost locally available materials to make toys/objects and setup playground equipment.

Additional support for enrollment of children with disabilities:

Assist the ECE program to adjust the learning materials, equipment and staff pedagogy to accommodate the needs of children with disabilities based on a capacity assessment of the ECE program and parents (e.g., adapting indoor/outdoor appliances, providing supplementary materials, inclusive play and learning lesson plans and activities). Note: screening and early intervention/response should begin earlier, but it is important for ECE teachers to do this as well.

Integrating health, nutrition, safety/security in the ECE program for holistic development of all children:

- Assist the ECE program to put a system in place for practicing health, safety and nutrition policies and procedures in its daily program schedules and maintain healthy lives, preventing injuries and preparing the ECE staff and provider to respond appropriately to developmental delays, emergencies or injuries. See some examples under 2.1. Resources for evidence-based policies and procedures on standards for quality ECE services in health, safety and nutrition.

Putting a system in place for tracking child's progress and performance in learning:

- Assist ECE program and staff to adapt or design new *classroom assessment tools* and implement them for tracking children's academic, social-emotional and physical progress over time; plan instructions tailored to children's strengths and needs; and use assessment data for instructional and program planning.

2.1 Example Activity/ies

Characteristics to consider when strengthening or developing a new quality ECE program

Strengthening existing ECE curriculum: The goal of the curriculum is the key part in ensuring quality of learning for **all** children. Some examples of strengthening an existing ECE curriculum include:

- Reviewing and revising the ECE curriculum with key education stakeholders to support an inclusive learning environment and responsive pedagogy with special attention to young children with special needs, historically marginalized communities and minority language-speakers.
- Ensuring developmentally and culturally appropriate content and activities within the ECE curriculum which support child-centered and play-based interactive learning for all children, which includes **mother-tongue instructions** as appropriate.
- Allowing the scope for the curriculum to provide the necessary physical-motor, cognitive-language (preliteracy and numeracy skills), social and emotional, moral-spiritual and approaches to learning to support holistic early childhood development and learning.
- Ensuring the curriculum is supported by or aligned with evidence-based early learning and development standards (ELDS) as a guide for teachers to plan and implement daily lesson plans according to the ages and stages of children enrolled in the ECE program.

Enhancing teachers professional practice: ECE teachers have a deep understanding of holistic child development and learning, including how children develop

- Supporting teachers' professional capacity to create and maintain opportunities for positive adult-child, peer and caregivers' interactions and relationships (e.g., caregiver and child interactions over shared book reading; storytelling, asking questions, and rhyming; peers comprised of child with/without disability playing together; make-believe play).
- Provide teachers continuous opportunities for professional development to encourage active learning for **all** children according to their abilities and interest through hands-on, play-based learning stations and activities supported by safe, developmentally and culturally appropriate, interactive and stimulating materials and resources (e.g., stacking blocks, drawing family members, making figures, numbers, letters using play-dough/clay, alphabet and number hunting hidden in a sandbox).
- Embed diversity and inclusion training for teachers within existing training (e.g., include modules on benefits of home language, UDL principles, meeting the needs of children with diverse abilities and interest).
- Enhance teachers' ability to use various ways (e.g., observation, child portfolio) to assess child's progress and performance and readiness skills, ranging from children's physical and social-emotional development to their literacy and math skills, and supporting teachers to also apply the assessment data for instructional and program planning.
- Strengthen the capacity of teachers' supervisors (e.g., strengthening the center administrators or the district-level supervisory staff) so that they can continue to support teachers through coaching, mentorship and/or creating resource hubs, which could provide resources, professional development opportunities, materials, etc.

Strengthening the relationship between the ECE program and families: Quality ECE programs benefit from ECE teachers/staff demonstrating respect of each child and his or her background (e.g., language, culture, faith, abilities, age, gender), which fosters a positive connection between the home and the school. Some examples of this are:

- School-staff responds to all parents/caregivers' concerns about their child, including accommodating home-language and the needs of children with disabilities in the program.
- Provide an open-door policy for all parents to participate in the program.
- Provide parents and guardians with information about child progress and instruction on how to support child's learning with home activities.
- Promote positive home-school connection through events like Parents' Day.
- Exchange of information about what happens at home, and teachers offer advice or resources to address challenges at home.
- Toy-making by parents and ECE program staff.

- ECE staff organizes a smooth familiarization process during child's transition from home to ECE program, or from preschool or home to primary school, by providing information on criteria for enrollment and affordability; application forms to complete; and program hours, schedules and activities; allow parent-child visits to new program before it starts; create take-home resources to help families apply the new learning activities or teaching strategy at home; pair newcomer with a preschooler as "buddies" for familiarization while parents register their child.

Indoor/outdoor environment: A quality learning environment has materials and equipment that are child-centered and well organized enough to meet the needs of children with disabilities; build confidence in learning; encourage social engagements; and promote the comfort, health and safety of all children and staff involved in the program. Some examples include:

- Provide adequate and accessible water and sanitation facilities for young children with clean markings to ensure the correct behavior (e.g., drawings, footprints painted between toilet and hand-washing station to show children where to go). Also, create water and sanitation facilities where they do not exist.
- Support staff to create enough safe space for children's exploration that is free from physical hazards. To the extent possible, incorporate outdoor equipment such as slides, climbing boulders, sand box, water box, balance beams, balls, monkey bars, swings.
- Ensure the learning environment is child-friendly with child-level chairs/tables, toilets, hand-washing sinks, book and toy shelves, and appropriate class size with low teacher-child ratio per national/international standard.
- The daily lessons are supported by locally made play and learning materials and equipment appropriate for children's ages, skills and abilities and are kept clean, safe and in good repair. Some examples are papers, pencils, colored crayons, counters (pebbles, bottle tops) board games, alphabet and number cards, shapes, wooden blocks, stuffed animals, books and puppets.

Health, safety and nutrition policies and procedures: The ECE program should respect nationally approved (evidence-based) standards and procedures for safety, health and nutrition. Some examples are:

- Provision of screening for health and disability, and adjusting ECE program accordingly.
- Create opportunities for feeding, resting, recreation and cleaning.
- Regular check-ins by health care providers for deworming; first aid kit and training; referral systems for prevention and control of diseases.

Assessment tools for tracking learning outcomes of children: ECE teachers need to have deep knowledge and skills on developmentally and culturally appropriate assessment and assessment procedures to track the progress and performances of all children in their ECE programs. Examples of quality assessment tools include:

- Learning and Development (used across schools): MELQO, IDELA, ASQ-3 (See Resource 2.1).

- The Quality of the ECE environment—some tools are ECERS3 (see Resource 2.1).
- Formative Assessment of Learner Progress: ECE teacher-created assessment includes observation, portfolio, checklist, diary.

2.1 Resources

Internal

[CRS ECD Curriculum: Modules 2 and 4 \(Guidelines for quality physical and learning environments in Module 4\)](#)

A CRS resource made up of six early childhood development guides for training caregivers and ECE teachers. The referenced Module 2 and Module 4 are specific to early childhood development and include information on development milestones and what teachers and caregivers can do to enhance development and learning; age-appropriate techniques for behavior guidance; guide for planning and implementing ECE (e.g., early literacy and early numeracy); guide (checklists) for quality early childhood environments (e.g., health, safety and nutrition; indoor learning environment; outdoor environment), which support learning and positive development.

[CRS Toy-making Manual](#)

A CRS resource that provides caregivers at home or at early childhood development (ECD) centers information about the relationship between toys and the child's developmental milestones. Additionally, it provides concrete, age-appropriate activities and guidance in making toys with locally available materials.

[CRS Guidance Note on Family and Community Engagement to Support Child Literacy Development and Learning](#)

A CRS resource developed to provide CRS programs and partner organizations with a practical guide to develop and implement activities that promote families and communities supporting children's learning and literacy development from birth to adolescence.

[CRS Guatemala How to Guide: Strategy for Reviewing and Creating Inclusive Educational Materials](#)

A CRS Guatemala how-to guide providing strategy for reviewing and creating inclusive, nondiscriminatory educational materials. The resource describes ways and steps CRS Guatemala applied in developing and validating gender-sensitive and context-specific educational tools for a rural school in Totonicapán, Guatemala, supported by the USDA McGovern-Dole program.

[CRS Gender-Responsive Education Toolkit](#)

This resource is a compilation of gender and education resource materials which could be contextualized and applicable to CRS programming. This toolkit is meant to help CRS program managers and partners ensure that education projects and programs in both emergency and non-emergency development settings are

responsive to the needs of girls and boys and men and women. The toolkit focuses on primary and lower secondary education (children ages 5–16),

[CRS Vietnam How-to Guide on Preparing Teachers for Inclusive Education](#)

A CRS Vietnam how-to guide for teacher preparation for inclusive education at the preschool and primary levels. It focuses on how to prepare teachers to work with children with disabilities. The material provides many useful suggestions and simple ways to train teachers on inclusive education, with some suggestions requiring extensive collaboration with national level policy makers.

[CRS Cambodia Toys and Games Prototypes](#)

A CRS Cambodia Toys and Games manual developed in collaboration with the Cambodia Ministry of Education, Youth and Sport (MoEYS) for preparing children ages 3 to 5 for the transition from preschool to primary schools through play-based pedagogy. The manual provides clear guidelines on developing teaching materials in the form of toys and games, as well as guidelines on using the materials to enhance preprimary children's education in all developmental milestones and readiness skills. The manual also provides information on adapting the play materials for children with disabilities.

[CRS Cambodia Guideline for Screening Children with Disabilities at Preschool](#)

This is a guideline prepared by CRS, the Cambodia Ministry of Education, Youth and Sport (MoEYS), and many stakeholders for screening children with disabilities at preschools. Supported with picture-based references, the guidelines provide clear ways to assist school administrators, preschool teachers and parents with the early detection of children with disabilities. In addition, it details how to refer children to the appropriate medical services.

External

[UNICEF Education Kit Handbook by age group \(0–18\) Training of Trainers ECE play learning materials and activities- EiE](#)

A handbook which provides training and curricular guidance related to the UNICEF educational prepackaged education kits to strengthen impact in ECE. The handbook is useful for training people how to enhance children's development and learning through play. It provides lists of age- and development-appropriate materials suitable for supporting children through play, including psychosocial play activities and tips on how to help parents communicate with children through interaction and play. Materials contained in the UNICEF ECD Education Kit include arts and crafts materials, reading materials, playing materials-toys, expressive activities and caregiver materials.

[UNICEF ECD Treasure Box of Play and Learning Activities](#)

An Activity Guide (UNICEF) Treasure Box of Play and Learning Activities that early childhood teachers, caregivers and facilitators can use to support infants, toddlers and preschoolers/kindergarteners to learn through play. Through the fun games

in this treasure box, children—both older and younger—will develop new skills for talking and thinking, moving and doing, feeling and learning about themselves, and getting along with others. UNICEF community-based school readiness (Readiness School) intervention models include this package to promote learning through play, and recommends the adaptation of these materials by other play-based early childhood programs for maximizing impact on children's learning.

[UNICEF School Readiness Conceptual Framework](#)

A paper describing a broad concept of school readiness, its three dimensions include 1) children's readiness for school, 2) schools' readiness for children, and 3) families' and communities' readiness for school. The paper provides foundational information helpful for planning, implementing and/or evaluating early childhood interventions.

[USAID EDULINKS.org- ECE resources](#)

EDUCATIONLINKS is a knowledge resource hub hosted by USAID on early childhood development and education, which contains a variety of state-of-the-art publications and tools useful for early childhood researchers, practitioners and advocates. The resources are helpful in proposal preparation, program design, implementation and evaluation, as well as advocacy and networking in the field of ECE.

[Access to School and the Learning Environment II: Universal Design for Learning](#)

This is an interactive booklet describing Universal Design for Learning (UDL), an approach that is designed to provide all students (of diverse backgrounds) an equal opportunity to learn in inclusive environments through flexible curricular approaches that can be customized and adjusted for individual needs. The UDL provides a template for creating instructional goals, methods, materials and assessments that work for everyone. Although many of the strategies are designed to help children with disabilities, UDL is an approach that can provide high-quality educational opportunities for all children.

[ACEI: EDUCATING YOUNG CHILDREN: A Basic Guide for Training Teachers and Caregivers](#)

This guide is for training teachers on early childhood education. The Association for Children Education International/ACEI piloted successfully in community schools located in remote rural areas in Burkina Faso, Senegal and Sierra Leone. The topics are basic to preschool teacher training around the world and include principles of child development, developmental curriculum and a constructivist approach to learning. Other relevant topics are classroom management, teaching strategies, and assessment of children's learning. Training sessions are designed to be conducted within a five-day period of time, adaptable to different circumstances and local needs.

[Transitioning to Kindergarten: A Toolkit for Early Childhood Educators](#)

This is a school readiness/transition package (American Federation of Teachers U.S.A) with potentially adaptable Get Ready to Read tools on: 1) Readiness

Indicators Checklist on components of school readiness: Expressive and Receptive Language, Approaches to Learning and Cognition, Phonological Awareness and Print Knowledge, Mathematics, Social-Emotional, Physical Development, including Observation and Activity Guide; 2) Get Ready to Read! Screening Tool; 3) Booklist; 4) Activity Guide for Parents; 5) Transition Resources on the Web with school readiness indicators.

[Learning Through Play Model: Curriculum development and implementation Action Area 2 p. 20, in Learning Through Play.](#)

This Learning Through Play model was developed by the LEGO FOUNDATION and UNICEF to strengthen Learning Through Play in early childhood education programs. It is intended to help preprimary stakeholders adapt the concept to local contexts and advocate for making play-based or playful learning a central aspect of expanding and strengthening the preprimary subsector. Grounded in a systems perspective, the brief offers practical ideas on how to embed play and child-centered pedagogy in preprimary education expansion efforts to ensure the quality and appropriateness of these programs.

[Pre-primary education online module](#)

This is a short online learning module/free course that provides basic knowledge on preprimary programming. At the completion of the course, the trainee will be able to answer the questions: 1. What is preprimary education and why is it important? 2. What are the features of high-quality, preprimary programming? 3. What challenges does preprimary education programming face globally? 4. How does USAID engage in preprimary education globally? and 5. How can I learn more about preprimary education?

[Early Learning Development Standards \(ELDS\) Saudi Early Learning Standards-Children 3 to 6 Years Old](#)

The ELDS are prepared by NAEYC to guide administrators, teachers and parents in Saudi Arabia to provide developmentally appropriate expectations and outcomes for young children at various developmental stages. The Early Learning Standards are evidence-based and could be adapted to the local context of other countries. They are intended to help schools and caregivers improve the quality of care and early learning children receive in an early childhood program.

[Competence-based Curriculum: Republic of Rwanda \(National Resource\)](#)

This document is Rwanda's national curriculum framework developed to ensure the quality of education in preprimary and the 12 years of basic education from primary, through lower secondary to upper secondary level. The curriculum framework provides comprehensive information on preprimary competence descriptors (e.g., literacy, numeracy, interpersonal skills) by level of ages 3–4, ages 4–5 and ages 5–6. The framework is a useful guide and a point of reference for curriculum developers, school principals, teachers, textbook developers, school inspectors, examiners and teacher trainers.

[Competencies for Early Childhood Professionals Area I: Health, Safety and Nutrition Practices](#)

This document is intended to guide early childhood program and service providers with evidence-based standards and procedures so that they ensure healthy practices that are sensitive to families; employ teaching practices that support children's well-being in safety, health and nutrition; and work collaboratively with other services (e.g., child health, protection, nutrition) to make community resources available to children and families. The guide can be adapted to local contexts and is helpful for building the competency of early childhood practitioners or teachers in quality ECE programs.

[Competencies for Early Childhood Professionals in Health, Safety, and Nutrition Practices \(Virginia's Early Childhood Development Alignment Project\)](#)

This guide offers comprehensive, evidence-based standards and procedures to assist adults or the early childhood workforce (in Virginia's ECD Alignment Project, U.S.) in their important roles to ensure young children's needs holistically. The guide can be adapted to other countries as appropriate to local contexts. It articulates the skills and competencies desired in the early childhood workforce and outlines standards for competent practice, identifying what early childhood professionals must know, be able to do, and care about to provide quality early care and education in areas of: 1) health, nutrition and safety; 2) understanding child growth and development; 3) observation and assessment; 4) partnering with family and community; 5) learning environment and curriculum; 6) effective interactions/relationships; and 7) program management.

[Free Worksheets and Pintables for Kids Education.com](#)

This online resource provides printable worksheets for children's learning (e.g., math, literacy, problem-solving skills) in preschool, kindergarten and through grade 1-7 programs.

[Pursuing Quality in Early Learning Vol. 1: Early Childhood Care and Education \(ECCE\) Teacher Competency Framework for Southeast Asia \(SEA\) \(open on Firefox\)](#)

This is an early childhood care and education (ECCE) teacher competency framework developed based on Ecological (Systems) Theory to enhance the professionalization and capacity development of ECCE teachers in Southeast Asia for quality ECE. The framework can be adapted by other programs as relevant to context to improve the quality of an ECE program. It describes competency areas ECCE teachers should be able to demonstrate across four domains: (1) content knowledge, pedagogic practice and assessment; (2) the learning environment; (3) engagement and collaboration; and (4) professional development.

[Early Childhood Development and Disability/WHO/UNICEF](#)

This discussion paper (WHO/UNICEF) provides a brief overview of issues pertaining to early childhood development (ECD) and disability. It lays the foundation for a long-term strategic and collaborative process aimed at improving the developmental

outcomes, participation and protection of young children with disabilities (CWD). The paper is a useful reference for planning effective early childhood programs for CWD.

[Lesotho's National Early Childhood Care and Development Curriculum Guide \(2021\). Kingdom of Lesotho.](#)

This is Lesotho's National ECCD Curriculum guide developed by UNICEF and Lesotho Technical Working Group. The guide was designed to meet the social, emotional, cognitive, language and communication, and spiritual needs of children between birth and 5 years of age, using a play-based pedagogical practice to guide educators, teachers, staff and families in enhancing the lives of Lesotho's youngest citizens. The curriculum guide is also intended to inspire a learning-through-play approach in other national curriculums.

[National Early Childhood Care and Education \(ECCE\) Curriculum Framework](#)

This National (India) Early Childhood Care and Education (ECCE) Curriculum Framework serves all children below age 6. It provides guidelines for child care and early educational practices and ECCE services (e.g., ECCE teachers/caregivers, communities and state governments) who support children's learning and development (e.g., providing rich early stimulation and learning experiences for children from birth to preprimary years). This evidence-based curriculum can be adapted to local situations and is useful for planning and implementing ECE programs, including training ECE teachers and caregivers/parents.

[California Early Childhood Educator Competencies](#)

The California Early Childhood Educator Competencies are developed to foster the professional development of the early childhood workforce (e.g., teachers, family child care providers, assistant teachers, program directors, education coordinators and curriculum specialists) serving children from birth to age 5. It focuses on the early care and education of children from birth to age 5 and gives comprehensive descriptions of the knowledge, skills and dispositions that early childhood educators need to support young children's learning and development across program types. The competency areas include: 1. Child Development and Learning; 2. Culture, Diversity, and Equity Relationships, Interactions and Guidance; 4. Family and Community Engagement; 5. Dual-Language Development; 6. Observation, Screening, Assessment and Documentation; 7. Special Needs and Inclusion; 8. Learning Environments and Curriculum; 9. Health, Safety, and Nutrition; 10. Leadership in Early Childhood Education; 11. Professionalism; and 12. Administration and Supervision. This guide can be adapted by ECE programs as relevant to local contexts and can be useful in the design, implementation and evaluation of quality ECE programs.

[Colorado Quality Standards for Early Childhood Care and Education Services](#)

This guide serves ECE service providers and implementers with evidence-based information on Quality Standards for Early Childhood Care and Education Services so that they can ensure quality ECE program for young children (e.g., infants, toddlers, preschoolers and early primary grade). The standards include a) staff/

caregiver-child interaction; b) curriculum; c) family-staff partnership; d) staff qualification and development; e) administration; f) staffing patterns (ratio); g) role and function of teaching team; h) physical environment; i) health and safety; j) nutrition and food service; and k) evaluation. The materials are a useful reference for designing quality ECE programs and, while the material is developed for the Colorado U.S. ECCE program, items can be adapted for local context as relevant.

[Maryland Early Learning Standards Birth – 8 Years](#)

The Maryland (U.S.) Early Learning Standards Birth – 8 Years is a guide for the pedagogical and programmatic decisions of early childhood programs and providers—decisions related to curriculum, assessment, professional development and family engagement. By outlining the expectations for what children should know and be able to do at different ages of early childhood, these standards represent the developmental and learning goals that early childhood administrators and educators strive to meet for the children they serve. The standards can be adapted for local context as relevant by ECE interventions or programs when planning and implementing early learning programs for children from birth to age 8 in language and literacy, mathematics, social studies, science, health, physical education, fine arts and social foundations.

[Early Childhood Education Models](#)

This brief provides evidence-based information on the basic concepts and pros/cons of various types of Western-developed ECE models that impact young children's learning. By referring to the models and adapting the concepts as appropriate to local context (e.g., resource, culture, tradition, policy), non-Western early childhood service providers and implementers can design programs that address the best interests of all children. Example models described include Johann Pestalozzi and Friedrich Froebel, Maria Montessori, Reggio Emilia, Waldorf, High Scope—all of which promote learner-centered and/or play-based learning—and traditional, American preschool (teacher-directed approach), including Seventh-day Adventist Early Childhood Education and Care Programs (promotes learner-centered, adult-guided learning integrated with spiritual values).

[Curriculum Models for Preschool Education: Theories and Approaches to Learning in the Early Years](#)

This paper provides evidence-based information on the theoretical framework needed to operate an effective preschool education program. It examines six widely known early education curriculum models including the Bank Street developmental-interaction approach, the Dodge creative curriculum for preschool, the High/Scope curriculum, the Kamii-DeVries constructivist approach, the Montessori method and the direct instruction model. This material is a useful reference for designing ECE policies, curriculum frameworks and programs.

[The Building Blocks of High-Quality Early Childhood Education Programs](#)

This brief identifies important elements or building blocks of high-quality early childhood education programs as indicated by research and professional standards.

The evidence-based information is foundational to any early childhood education system and is helpful for designing, implementing and/or evaluating quality ECE interventions, with attention to adapting the elements to the local context (e.g., national policies, resources, culture).

[The Early Childhood Family Engagement Framework Toolkit: Maryland's vision](#)

This material guides early childhood educators and providers with knowledge about why parent engagement in ECE is important and provides tips on how to engage them in their child's learning. The guides can be adapted by other countries as relevant to the local context.

[A World ready to Learn UNICEF Report](#)

This is UNICEF's first global report (2019) on preprimary education and presents a comprehensive analysis of the status of early childhood education worldwide. It also outlines a set of practical recommendations for governments and partners to make quality preprimary education universal and routine. This material is a useful reference for ECE early childhood educators and providers in areas of their work such as influencing ECE policy, preparing a proposal, advocacy, etc.

[The 10 NAEYC Program Standards work/families/10-naeyc-program-standards](#)

This material provides 10 quality standards for ECE interventions or programs. They can be adapted to local contexts and are a useful reference for designing, implementing and/or evaluating the quality of an ECE program. Based on research on the development and education of young children, the standards were created with input from experts and educators in the United States. The standards define what the National Association for the Education of Young Children (NAEYC)—the world's largest organization of early childhood professionals—believes all early childhood programs should provide.

[Overview: MELQO Measuring Early Learning Quality and Outcomes \(2030\)](#)

This tool (developed by the World Bank Group) serves to measure child development and learning between age 4 and age 6, as well as the quality of learning environments. It has two measurement modules: 1) early childhood development and learning, and 2) the quality of preprimary learning environments. These modules are applicable to (are being applied in) low- and middle-income countries and can be integrated into other measurement tools or adapted to contain locally generated items. See Resource 24 for more background information.

[USAID -Getting Early Grade Reading Right](#)

This paper (USAID 2018) is about getting children prepared for successful reading before they enter school. It draws attention to the critical importance of developing a strong foundation, in reading and all developmental domains, as a prerequisite to later reading and learning success. It describes the importance of interventions that reach children before they start school—at home and in ECE programs—and set children up for reading success. Many examples of reading readiness interventions are provided in this resource.

[UNICEF Inclusive Pre-School Program: Companion Technical Booklet](#)

The purpose of this booklet is to assist ECE service providers and partners to understand the basic concepts of inclusive preschool programs, with an emphasis on children with disabilities. The content includes: Why inclusive preschools are important. • How early identification and intervention can impact children's readiness for school. • Key characteristics of high-quality inclusive preschools. • How inclusive preschools make a lasting difference for all young children and their families • Helpful resources.

[RI Department of Education: Comprehensive early childhood education: Standards for approval of preschool and kindergarten programs.](#)

This resource provides evidence-based comprehensive standards for planning, implementing and evaluating quality ECE programs. The standards can be adapted for programs in developing countries as per the national policy for ECE and local context, such as culture and resources.

[Developing High-Quality Pre-Primary Programs: USAID Education How-To Note \(2021\)](#)

This How-to Note is written to support USAID Mission staff around the world in analyzing the preprimary landscape in their context and designing pre-primary activities. Specifically, it offers guidance on how to: systematically examine the pre-primary landscape, from policy and systems-level consideration to the on-the-ground reality; identify the relevant stakeholders in each context's pre-primary sub-sector and ensure USAID's activities align with and support relevant existing initiatives and programs; analyze the opportunities for USAID to engage in the pre-primary sector and determine what types of activities would offer the most value; and define the components of a high-quality pre-primary provision to inform the design of pre-primary activities, and/or the integration of pre-primary elements into activities with a broader scope.

SECTION 3. INTERVENTION PLATFORM: COMMUNITY (FAITH LEADERS, LOCAL LEADERS, COMMUNITY GROUPS OR COUNCILS)



Volunteer parents help prepare a warm, nutritious meal each school day for students in Guene village in Benin, CRS FFE Project, Benin. Photo by: Stulman, Michael

3.1 Intervention strategy: Mobilizing community resources for supporting children's early learning and well-being, per national standards and local contexts

Support existing community structures and influencers with information and resources specific to ECE so that they strengthen parental engagement in child's ECE, including the quality of ECE programs for children with/without disabilities.

3.1 BUILDING BLOCKS: 1.2. 1.5. 1.7. 1.8. 2.1. 2.3. 2.4

3.1 Delivery Agents

- Project staff
- Partner staff
- Local leaders
- Faith leaders
- Local officials
- Community representatives
- Community agents

3.1 Delivery Mechanism

Map resources available in the community, and create links and referral systems of community services for families and community-based ECE programs:

- The identification of resources in the community helps to facilitate the well-being and early learning of children, including children with special needs (resources may include referral systems, early screening and interventions for developmental delay, and nutrition support)

Capacity building and support to influencers and volunteers in the community:

- Conduct training of trainers (ToT) on ECE. The ToTs can be focal persons selected and recognized as influencers by the community. These community volunteers/representatives can sensitize families and other community members on the value of ECE for all children and the importance of family and community engagement, such as resource mobilizers, in children's success in school and life. In some contexts, an influencer might be a community health worker, a social worker, a PSP (SILC agent), a women's union or a development project officer.
- Provide incentives and additional resources to community influencers for facilitating community involvement and activities in ECE.

Forming village child development committee for organizing supportive early learning and development activities and resources:

- Assist the formation and/or strengthening of community groups, which include persons with disabilities, that can mobilize resources to aid the learning and development of all preschool-age children at home and in ECE programs, based on available resources matched with identified and prioritized needs of parents, children and/or ECE programs. These groups can be comprised of grandparents' groups, women's groups, youth groups, religious groups, men's groups, community leaders' group and ECE teachers/providers groups. Their function can be to ensure family involvement in ECE, safety, the smooth transition of a child to preschool or primary and the quality of learning/school readiness.

Well-being Day – a one-stop shop for services to young children and their caregivers:

- Gather/host local service delivery providers during an annual national event day, such as children's or women's day, and make the day a fun, fair-like opportunity for parents/caregivers and young children to receive early childhood services at different stations: nutrition, health, sanitation, child rights. For more details, refer to CRS Lesotho's Well-Being Day Manual under 3.1. Internal Resource section.

Community-based gardening for nutritional adequacy/school feeding and parental education in home gardening:

- Mobilize community members/volunteers to provide technical support to the ECE program by cultivating nutritious crops to cater children's meals at least once a day. The school garden can also be used for seedling distribution to parents and as a demonstration site to teach them gardening. Preschool teachers can also link the curriculum to gardening for children to explore and learn.

Connecting families with resources in the community:

- The community groups can help parents join support groups such as women's income-generating groups (SILC) that help families improve their incomes and support their child's needs.

Advocacy and networking for increased access to quality ECE for all children in the community, including children in hard-to-reach areas:

- Help community groups mobilize resources and participate in ECE advocacy and networking initiatives that support efforts to meet the rights and needs of the early childhood education age group. If such advocacy and networking initiatives are nonexistent, support community groups to form one, as appropriate.

3.1. Example Activity/ies

Community support to parents/caregivers, children and ECE programs

- Preschools and parents/caregivers often function best when they have access to a community system of services that provide them with additional and dependable knowledge, advice and the resources they need to support the learning and development of children with/without disabilities. Some examples of provisions and opportunities that community groups can organize and offer, and which parents/caregivers and ECE program staff/teachers can utilize to strengthen the learning and development of all preschool-age children include:
 - local parks, museums and zoos, mobile libraries, book banks, play groups, toys and playgrounds, increasing fathers' engagement in child's learning, toy making workshops, organizing Child Well-Being Days, mobilizing resources for school or village gardening for school meals or demonstration and supervising the quality of ECE programs.
- Influencers in the community can help set up small community groups or committees supportive of parents, caregivers, children and ECE teachers. These groups can address children's needs from diverse angles such as child health, child safety and security, child nutrition and/or child early learning. These groups can be selected from community members comprised of grandparents, women, men, youth, religious leaders, community volunteers, field agents, ECE teachers, parents, etc.
- Because community groups are often facilitated by people from local communities and strongly supported by village chiefs, local religious leaders or anyone respected by community members, the messages are more effectively delivered and received by the targeted audience (parents, caregivers, children). For example, committee members can:
 - help children with developmental delays or disabilities receive the timely screening, interventions and continuous support they need to stay healthy, safe and engaged in play groups and early learning opportunities.
 - reach out to families, neighbors and other people who assume leadership duties in the community to ensure quality work to improve water, sanitation and hygiene at home and in ECE programs; parents/caregivers' nutrition awareness and knowledge; young children's nutritional status.

- Already formed groups such as SILC groups; village child protection committees; children's art, dance and music clubs; MCH groups; and WASH management committees can enhance ECE services by integrating child development/education messages and activities into their existing programs.
- Services in the community such as churches, mosques, madrasas, ECE centers, community cultural centers, immunization centers and community meeting centers can provide a platform for small community groups to gather and hold meetings to:
 - exchange important information with parents and caregivers and ECE staff/teachers about the various events and resources the community can offer and the different ways they can engage children in learning.
 - ECD centers can be used as community resources/platforms for providing parents with information about early childhood learning and development, as well as health, hygiene and child protection issues.
- Well-being Day can provide families and children information and services useful for child development and well-being using different stations in areas such as nutrition, health, sanitation, child rights, and protection and education. Examples of services to consider at these stations include (but are not limited to):
 - Protection and health: Encouraging parents to have a birth certificate for the child and to seek routine health checkups for the child; in the case of developmental delays/concerns, help parents seek help and use a referral system (to health facilities) for follow-ups for the child.
 - Education: Show/demonstrate parents/caregivers how to make locally made toys for fun and learning; storytelling hours; book reading; play and learn activities such as molding clay, music, games.
 - Nutrition: Demonstrating key steps in home gardening, dietary meal preparation.

3.1. Resources

Internal

[CRS Well-being Day Manual: Planning and Conducting Well Being Days](#)

The Station Days Well-being Day methodology is a useful guide for promoting family and community engagements in ECD/E and providing one-stop-shop services to children during annual or quarterly events such as national, school or community day events on health, education, nutrition, etc. CRS Lesotho adapted the Station Days/Well-being Day approach in 2012 to help address the service needs of children under the age of 5. Each Well-being Day station has been revamped around five key areas that experts around the world have identified as being critical to the development of children. These areas are nutrition, health, sanitation, child rights, and protection and education, for parents and children. The strategy is useful for systems-based integrated ECE services as it involves key supporters of child development and learning—families, communities and sectors services.

[CRS Guide to Working with Volunteers](#)

CRS developed and designed this document to help country programs address programmatic issues surrounding volunteer engagement in program interventions such as recruiting, training, providing incentives and supervision support to volunteers. Early childhood programs can adapt this guide in the design and implementation of ECE projects involving volunteers.

[CRS Guidance Note on Family and Community Engagement to Support Child Literacy Development and Learning](#)

A CRS Guidance Note developed to provide CRS programs and partner organizations a practical guide to develop and implement activities that promote the engagement of families and communities to support the literacy development of children from birth to adolescence.

[CRS' Using Play for Growing Smart Children: THINGS YOU CAN DO AND TOYS YOU CAN MAKE](#)

This resource, developed by the CRS Thrive project, provides ECE programs with information on the value of play on child development and learning, and how to make age- and development-appropriate toys and objects that enhance children's learning through play.

[CRS How To Guide: Promoting Education for All in Conservative Areas](#)

Based on CRS Pakistan's Building on Traditional Values to Enroll Primary School Children Project experiences, this resource provides information on how to engage religious leaders to promote education targeting girls' education at the primary level (the strategies could also be adapted for preprimary intervention). It presents strategies on how communities in Pakistan use their traditional values as a central part of the project's strategy to improve educational outcomes for all children, especially girls. CRS country programs and partner organizations can benefit from this replicable model to promote education in other culturally conservative contexts involving religious leaders and highlighting religious texts in conjunction with other, more traditional community mobilization activities.

External

[National Guidelines for Village Development Committee/Sri Lanka](#)

This is Sri Lanka's national guideline (developed by the Government of Sri Lanka, USAID, Save, Plan, UNICEF WV, ipid) that guides service providers on the importance of child protection and how to promote children's rights through child-friendly environments in a village. It also includes strategies that ensure children's care, protection and well-being with special attention to the roles and responsibilities of parents and communities managed by Village Child Development Committees.

[Psychosocial Support Activities in Child Friendly Spaces, Schools and Communities: Facilitator's Manual and Trainer's Guide UNICEF South Sudan](#)

This package (developed by UNICEF for South Sudan) will provide organizations and schools with practical and high-quality psychosocial support/PSS tools that will help improve the quality of PSS support services that they offer to children and caregivers. The tool has a Facilitator's Manual for Psychosocial Support (PSS) in Child-Friendly Spaces, Schools and Communities, an accompanying trainer's guide and a two-day training module for teachers.

[Community-based Rehabilitation: CBR Guidelines – Supplementary Booklet/WHO \(Inclusive ECE\)](#)

This guideline provides useful information on how child development and education services can use community-based inclusive strategies to support children with disabilities (CWD). The guide provides guidance on how to develop and strengthen CBR programs; promote CBR as a strategy for community-based development involving people with disabilities; support stakeholders to meet the basic needs and enhance the quality of life of people with disabilities and their families; and encourage the empowerment of people with disabilities and their families.

[Community Garden Best Practices Toolkit: A Guide for Community Organizations Newfoundland and Labrador](#)

This toolkit is based on best practices research about community gardens and is designed to assist community organizations who want to start a community garden in Newfoundland and Labrador. It outlines key steps to starting a garden, and provides a range of tools, tips and supports. These strategies can be adapted by other countries as relevant to local contexts.

[The Early Childhood Family Engagement Framework Toolkit Developed by: The Maryland Family Engagement Coalition](#)


This material, adapted to local contexts, guides early childhood educators and providers with knowledge on why parent engagement in ECE is important and provides tips on how parents can participate in their child's learning and ensure they apply the skills to be their child's first and best teacher. This resource opens using this link: https://marylandfamiliesengage.org/wp-content/uploads/2019/12/maryland-family-engagement-framework-toolkit_TOC_links.pdf

[A Community Mapping Discussion Guide for Birth Through 8 Stakeholders.](#)

This discussion guide, which accompanies an online mapping tool, offers suggestions to help potential partners explore ways to work together to improve professional learning and other supports for the workforce—and, ultimately, to improve outcomes for children from birth through age 8 and beyond.

[Developing High-Quality Pre-Primary Programs: USAID Education How-To Note \(2021\)](#)

This How-to Note is written to support USAID Mission staff around the world in analyzing the preprimary landscape in their context and designing pre-primary



activities. Specifically, it offers guidance on how to: systematically examine the pre-primary landscape, from policy and systems-level consideration to the on-the-ground reality; identify the relevant stakeholders in each context's pre-primary sub-sector and ensure USAID's activities align with and support relevant existing initiatives and programs; analyze the opportunities for USAID to engage in the pre-primary sector and determine what types of activities would offer the most value; and define the components of a high-quality pre-primary provision to inform the design of pre-primary activities, and/or the integration of pre-primary elements into activities with a broader scope.

SECTION 4. INTERVENTION PLATFORM: INSTITUTION (GOVERNMENT BODY - ECE SECTOR AND OTHERS HOSTING ECE)



Community based preschool teachers at the end of IAE pre-reading training, December 2020 in the Central North Region, Burkina Faso. On the right side wearing medical mask is the Director of Burkina Faso Pre-schools. Photo credit: KANAZOE Hamadou, Literacy & ECD Senior Project Officer, CRS.

4.1 Intervention Strategy: Strengthening national and local ECE systems for quality ECE services at family, center and community levels

Strengthen and support existing national and local level ECE structures and systems for equity and quality of ECE services and provisions.

4.1 BUILDING BLOCKS: 2.1. 2.2. 2.3. 2.4.

4.1 Delivery Agents

- CRS Program staff
- ECE Sector staff
- Other sectors in health, nutrition, protection
- Organizations/experts on TWG, such as UNICEF

4.1 Delivery Mechanism

ECE Technical Working Group (TWG)

- Facilitate and form a TWG-ECE at national/district levels responsible for coordinating efforts, systems and resources to achieve common objectives in ECE. Conduct the planning, design and launch of the TWG in partnership with the government ECE sector that involves representatives from cross-sectors and other local stakeholders in ECE, including non-government organizations, universities and ECE scholars, donors, U.N. agencies, faith/non-faith-based institutions, media and private sectors. **The functions of the ECE-TWG's include, but are not limited to:**
 - *Fortifying existing or developing new contextualized ECE policies and frameworks*, tools such as ECE curriculum and early learning standards, and in-service training and professional workforce development, including supervision and quality assurance.
 - *Organizing incentives for encouraging community engagement* involvement and initiatives on school readiness programs, such as an accelerated readiness program or literacy program, *to strengthen public demand for quality ECE* and ensure families are actively seeking the creation and/or further development of preprimary services in their communities. This eventually enhances broader recognition that preprimary education is a public good. Public demand in turn yields the support and accountability of communities and leaders for the delivery of quality ECE services.
 - *Facilitating capacity building on inclusive early childhood education* by increasing awareness and attitudinal change using advocacy, and integrating inclusive ECE in workforce development/preservice and in-service trainings, ECE materials and environment.
 - *Building supportive mechanisms for continuity and the smooth transition* of the child to preschool/primary such as support for linkages between families and preschool program/families and primary program.
 - *Coordinating and building supportive mechanisms for integrated ECE services, networking and advocacy* for national ECE program to communicate and collaborate with other key ECE sectors/stakeholders—health, child protection, nutrition, donors—for the provision of integrated services essential for the holistic development of **all** children.
 - *Mapping experts for capacity building of ECE programs* to meet the needs and interests of **all** children and families (identify experts at the local, national, regional and international levels from sectors, schools, universities, community agencies, disability experts and organizations).
 - *Building supportive mechanisms for quality assurance to collect data and generate evidence for innovative approaches* to quality preprimary education with a focus on vulnerable children and building the capacity of personnel on accountability and MEAL systems.
 - *Advocating for establishing a community-based and/or formal ECE program* and facilitating family and community engagement in efforts to open/establish one, if none exist.

4.1 Example Activity/ies

ECE Technical Working Group (TWG)

- Formulate Scope of Work or a terms of reference, and a charter or operational guideline for the TWG to set out the parameters and ways of operating with different sectors and stakeholders.
- Review existing policies and frameworks, or develop new ones, for quality ECE services.
- Organize regular meetings of stakeholders.
- Integrate knowledge about the benefits of quality, inclusive education into initial training programs for student teachers in colleges and universities, civil organizations, NGOs and faith-based institutions that are supporting young children's education.
- Publish ECE materials and facilitate distribution.
- Supervise ECE programs and provide technical advice to early childhood education providers, principals and teachers for inclusive education implementation.
- Organize and launch an attitudinal change and awareness campaign in the community; facilitate community-led learning activities such as a summer reading club, mobile library, child-friendly play and interaction space.
- Facilitate various opportunities for the smooth transitioning of children from the home to an ECE environment (professional development and pay, incentives for ECE teachers; aligning ECE curricula with those in primary education; joint-training for ECE and primary teachers for shared goals and strategies).
- Enhance the development of the ECE workforce. Provide or facilitate training and tools for ECE teachers and other professionals, new or existing, to build the skills of ECE professionals before entering the workforce. Also, build mechanism for monitoring and evaluation.

Facilitate and support networking and advocacy: Develop public and private media activities and materials that promote the values of ECE, including issues of inclusion in ECE. Examples include exchange visits within/outside the country on ECDE, proposal writing to local public/private agencies, observe national events (children's day, well-being day), serve on TWG of ministries and NGOs, and present at local, national and international conferences (CIES, ECDAN and AfNEC).

4.1 Resources

External

[How to Set up a Technical Working Group](#)

This guide provides techniques and tips on How to Set up a Technical Working Group and outlines steps to create a productive and inclusive TWG. These recommendations are summarized from existing references, which are noted in the Resources section.

[ECE Accelerator Toolkit. 1.4 Tip Sheet Strategic Ideas for Establishing the ECE Technical Working Group \(UNICEF\)](#)

This is a Tip Sheet that provides ideas for establishing or strengthening an ECE Technical Working Group (ECETWG)

[Working Group on Early Childhood Development \(WGECD\)](#)

This brief provides a quick review on a WGECD in Africa and its goal and roles in ECD interventions, policy and advocacy.

SECTION 5. MONITORING AND EVALUATION



Claudine Mukabutare, a community health worker, attends Village Nutrition School--takes indicative measurements such as weight, and helps parents to track how healthy their children are. Kabarondo, Rwanda, 2020. Photo: Habimana, Jean Luc

5.1 Intervention Strategy: Ensuring the quality of the ECE program or intervention

Put a system in place for the planning and implementation of M&E based on the specific purpose and goal of the ECE intervention, to be applied during or immediately after the project design stage involving all key ECE stakeholders.

Supports and interventions consider strengthening programs (new/existing) in instituting standards, procedures and regulations for quality control and enforcement of established standards in ECE services, per the context of a country or program.

5.1 BUILDING BLOCKS: 2.1. 2.3.

5.1 Delivery Agents

- CRS program staff
- Partner staff
- MEAL experts
- Other stakeholders

5.1 Delivery Mechanism

Logical framework for M&E

- Develop a logical framework for planning the monitoring and evaluation process of the intervention at hand with indicators relevant to the goal/objectives of the ECE intervention.

Monitoring and Evaluation Tools

- Fortify/adapt or develop various ECE assessment tools/indicators to track progress and evaluate the impact of the ECE program intervention.
- Fortify/adapt or develop assessment tools to track children's learning and development outcomes. See external resources for internationally validated ECD assessment tools such as IDELA, ASQ3 (individual level instruments) and MELQO (Population level instrument).

Capacity building on Monitoring and Evaluation(ME)

- Provide training to the implementers of the ECE program intervention on evidence-based ME (e.g., program staff, field enumerators)

Building evidence for learning, quality program, impact and scale

- Support for evidence-generating activities (e.g. action research) that inform strategic child development and learning programming and foster innovation and scaling of best practices.

5.1 Example Activity/ies

Monitoring and Evaluation

When implementing your ECE program based on your strategic objectives and plan of action, it is important to keep track of activities that are most effective and those that may need improvement to successfully meet your program goals. To do this, adapt/develop and use:

- Baseline-endline survey questionnaire, observation, etc., to evaluate the impact of the intervention—include a midterm evaluation in this process. For example, adapt CRS' Education agency strategy metric for evaluating improvements in the quality of the learning environment for children.
- Ongoing monitoring tools to track progress of the intervention. Adapt CRS' SMILER+ Guide for ECE (SMILER=Simple Measurement of Indicators for Learning and Evidence-based Reporting. SMILER helps break down the process of ME into easily understood parts. It allows staff to collect, analyze and report on data in a systematic and productive way.
- Adapt national standards, procedures, tools and resources for assessment and evaluation of ECE programs, including for tracking children's learning and learning environments.
- Identify learning agenda and conduct action research for generating evidence based data aimed at fostering data driven decision-making, innovative approach, and quality and scalable programming in ECE.

Review and adapt internationally valid assessment tools for monitoring child development and learning, including standard indicators from donors.

5.1 Resources

Internal

[CRS Monitoring, Evaluation, Accountability and Learning](#)

MEAL — Monitoring, Evaluation, Accountability and Learning — is a CRS core competency that is pivotal in the design and implementation of high-impact programs. MEAL offers opportunities to strengthen the quality of our programs and accountability to the people we serve, sharpen skills, deepen experience, innovate and lead sustainable development work.

[CRS SMILER+ Guide](#)

[SMILER + Facilitation Manual](#)

This is CRS' manual that outlines data collection forms that include all required data elements related to indicators, analysis plans and other stakeholder information needs. It also provides an approach for collecting and documenting consent as part of data collection and to develop draft instructions for each data collection form.

[Performance Indicator Reference Sheet \(PIRS\) for CRS Global Result](#)

[4.6 Number of learners in pre-primary, primary, and secondary schools reached by CRS \(Open in browser Firefox\)](#)

The CRS Performance Indicator Reference Sheet (PIRS) is a Global Child Learning Metric for Measuring Learning and Learning Environment that provides information on how CRS measures preprimary intervention in a relatively user-friendly, less complex manner. The global indicator is the number of learners in preprimary, primary and secondary schools reached by CRS. CRS is in the process of developing indicators for the Learning Environment.

External

[The International Development and Early Learning Assessment, IDELA](#)

The International Development and Early Learning Assessment, IDELA, is a free, easy-to-use, rigorous global tool that measures children's early learning and development. IDELA provides ECCD programs, donors and government partners with clear evidence on the status of children from age 3 ½ to age 6 years. IDELA is globally implemented and is intended to empower actors to improve access and quality in early childhood development through data driven decision-making. IDELA is used to understand which skills children bring to their first day of school, to measure development and early learning, and to understand issues of equity in young learners. To date, IDELA has been used by more than 120 actors in 78 countries.

[The Ages & Stages Questionnaires®, Third Edition \(ASQ®-3\)](#)

The Ages & Stages Questionnaires®, Third Edition (ASQ®-3) is a developmental screening tool that pinpoints developmental progress in children between the ages of 1 month to 5 ½ years. Its success lies in its parent-centric approach and inherent ease-of-use—a combination that has made it the most widely used developmental screener across the globe.

[The 10 NAEYC Program Standards](#)

This material provides 10 quality standards for ECE intervention or program. They can be adapted to local context and are a useful reference for designing, implementing and/or evaluating the quality of an ECE program. Based on research on the development and education of young children, the standards were created with input from experts and educators in the United States. The standards define what the National Association for the Education of Young Children (NAEYC)—the world's largest organization of early childhood professionals—believes all early childhood programs should provide.

[Global Guidelines for the Education and Care of Young Children/ACEI Assessment Tool](#)

The Global Guidelines Assessment (GGA) is an evidence-based instrument designed to help early childhood professionals systematically examine and improve the quality of their program services, particularly in low- and middle-income countries. The GGA has been developed as a global tool and therefore can be used in early childhood programs around the world.

[Quality Standards for Early Childhood Care and Education Services \(Colorado Department of Education, USA\)](#)

This guide serves ECE service providers and implementers with evidence-based information on quality standards for Early Childhood Care and Education Services so they can ensure quality ECE programs for young children (infants, toddlers, preschoolers and early primary grade). Standards include staff/caregiver-child interaction, curriculum, family-staff partnership, staff qualification and development, administration, staffing patterns/ratio, role and function of teaching team, physical environment, health and safety, nutrition and food service, and evaluation. The material is a useful reference for designing quality ECE programs; while the material is developed for the Colorado U.S. ECCE program, items can be adapted for local context as relevant.

[Early Childhood Environment Rating Scale®, Third Edition \(ECERS-3rd edition\)](#)

The Early Childhood Environment Rating Scale is a thorough revision of the ECERS-R™, designed to assess group programs for preschool-age to kindergarten-age children, from age 3 through age 5 years. Total scale consists of 35 items.

[School-Age Care Environment Rating Scale®, Updated Edition \(SACERS-U™\)](#)

The School-Age Care Environment Rating Scale® is an updated edition of the SACERS™, designed to assess group-care programs for children of school age, ages 5 to 12, during their out-of-school time. The total scale consists of 47 items, including six supplementary items for programs enrolling children with disabilities.

[The Evidence Base on Early Childhood Care and Education in Global Contexts \(UNESCO\)](#)

This review provides a synthesis of the global evidence on ECCE with a discussion of future directions for research, policy and practice. It serves as a quick reference for design, implementation and/or evaluation activities including advocacy and policy drafting.

[Overview: MELQO Measuring Early Learning Quality and Outcomes \(Education 2030\)](#)

This tool (developed by the World Bank Group) measures child development and learning of children between the ages of 4 and 6 years, and the quality of learning environments. It has two measurement modules: 1) early childhood development and learning, and 2) the quality of preprimary learning environments. These modules are applicable for low- and middle-income countries and can be integrated into other measurement tools that may have already been used, or adapted to contain locally generated items. Use the [Measuring Early Learning Quality & Outcomes](#) portal to access MELQO instrument

[A Roadmap for Measuring Distance Learning: A Review of Evidence and Emerging Practices, \(USAID, 2021\)](#)

USAID developed this review/tool to support education practitioners, donors, implementers, non-governmental organizations (NGOs), civil society organizations and other stakeholders in applying best technology-based practices to monitor and evaluate distance learning initiatives designed for diverse learners and implemented both within and outside of learning institutions. The resource describes four key distance learning modalities: radio/audio, television/video, mobile phone and online learning. Printed texts, which are often developed to accompany the first four modalities, can also be a fifth modality in contexts where technology is not used.

[EARLY CHILDHOOD EDUCATION: CONSIDERATIONS FOR PROGRAMMING Early Learning Assessment/USAID](#)

This brief is developed by USAID-Asia Mission and outlines the existing early learning assessments of children and environments used in the Asia region, excluding diagnostic and screening assessments. Emphasizing that learning assessments and the quality of early learning environments are an important component of early childhood education, the brief provides a list of assessments for consideration in ECE programming.

[Structural characteristics and process quality in early childhood education and care: A literature review](#)

This literature review focuses on the quality of early childhood education and care (ECEC) provisions for children ages 0 to 5, with a distinction between younger children (ages 0 to 2) and older children (ages 3 to 5). It discusses the structural characteristics and process quality in ECEC and covers the most common types of provisions in different countries, including child care, creches, kindergarten, nursery or preschool, integrated center-based ECEC for the entire ECEC age group, and family daycare.

SECTION 6. CROSS-CUTTING ELEMENTS IN ECE: BROAD STRATEGIES



Children play with colored blocks at a kindergarten constructed through the CRS and USDA supported Beoog Biiga “Children of Tomorrow” Project, Burkina Faso, 2017. Phot by: Phelps, Sam

6.1. Intervention strategy/ies: Ensure equal participation of all children in ECE programs

6.1 BUILDING BLOCKS: I AND II

6.1.1 EMERGENCIES IN ECE

- Establish community-based child-friendly spaces (CFS) with play-based stimulation activities.
- Train staff to offer support/stability to children who may not have stable caregiving.
- Offer cross-cutting services: nutrition, health, PSS/SEL, family support.
- Develop resources and support for caregivers, including psychosocial support.
- Ensure staff are trained in working with vulnerable children from various cultural backgrounds.
- Develop plans for ensuring continuity of services in cases of short- or long-term closure.
- Develop and implement assessment tools for tracking impact, including research for ensuring long-term scale-able quality ECE services for children in emergencies.

6.1.1 Resources: Emergencies in ECE

External

[Play Matters at Home – Emergency Materials](#)

A package of resources developed by IRC & associates and LEGO during COVID-19 to support family-friendly home learning programs to help caregivers engage their children in educational play. PlayMatters focuses on supporting child and caregiver well-being, and prioritizes promoting well-being by mitigating stress and learning loss through play-based methodologies to make reading, math and SEL activities fun for the whole family. The package contains the PlayMatters at Home Primary Packet, the PlayMatters at Home Pre-Primary/ECD Packet and the PlayMatters at Home Educator Packet.

[Moving Minds Alliance, ECD and Early Learning for Children in Conflict and Crisis](#)

This paper provides evidence-based information making the case that there is an urgent need for a comprehensive early childhood response to the rapidly growing population of young children (ages 0-6) worldwide living in crisis and conflict.

[Inter-agency Network for Education in Emergencies \(INEE\), ECD overview](#)

This is a collection of evidence-based resources in early childhood interventions supporting children in emergencies in the early years. The collection is state-of-the-art publications and manuals in areas such as gender, education, nutrition, protection, WASH, etc.

[UNICEF, Guidelines for Child Friendly Spaces \(CFS\)](#)

This is practical guidance for field teams that establish child-friendly spaces (CFS) in different types of emergencies and contexts, and includes a quick Do's and Don'ts checklist when establishing CFS. The guide is also intended to assist advocacy efforts and donor practices in emergency settings where protection and well-being should be high priorities.

[Hopeful, Healthy, and Happy Living and Learning Toolkit:](#)

[Guide for Teachers](#)

[Activity Guide](#)

[Parent-Caregiver Guide](#)

This is a three-packet toolkit: Guide for Teachers, Activity Guide and Parent-Caregiver Guide for teachers, parents and children that has been developed by REPSSI, APSSI and the IFRC Reference Centre for Psychosocial Support (PS Centre) with support from [MHPSS.net](#) and funding from Education Cannot Wait. There are three tools in this toolkit. The toolkit is designed to facilitate support for children, parents/caregivers and teachers affected by the COVID-19 pandemic, but may be useful for anyone supporting children ages 4-18.

[World Health Organization and UNICEF, Integrating ECD activities into Nutrition Programmes in Emergencies](#)

This document is written for local and international staff running nutrition programs in emergencies and for local, regional and national authorities and donors involved in such programs. It explains why nutrition programs need to include early childhood development (ECD) activities to maximize the child's development. It provides practical suggestions as to what simple steps are necessary to create integrated programs in situations of famine or food insecurity and provides examples of how such integrated programs have been established in other situations.

6.1.2 GENDER

- Conduct gender analysis to understand impact of gender inequality in community. Develop gender inclusive ECD programming, including support services and health care.
- Provide outreach and education programs for parents and caregivers about the benefits of education for girls.
- Engage male and female caregivers in parenting courses and outreach programs.
- Integrate gender socialization into ECD programming.
- Consider the impact of gender on additional cross-cutting factors such as gender and emergencies, gender and disabilities, and gender and displacement.
- Develop and implement assessment tools for tracking impact, including research for ensuring long-term scale-able quality services that foster gender equity and equality in ECE.

6.1.2 Resources: Gender

External

[PLAN International Gender Inequality and Early Childhood Development](#)

This report examines the impact of gender inequality and discrimination on the survival, healthy growth and early development of girls and boys. It also explains the rationale for investing in gender-transformative early childhood programming to break the cycle of gender discrimination, promote the rights of girls and boys, and advance gender equality.

[UNICEF Gender Toolkit: Integrating Gender in Programming for Every Child \(South Asia\)](#)

This toolkit is a practical resource developed by UNICEF to help all country offices in Afghanistan, Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan and Sri Lanka conduct gender transformative interventions. It provides guidance on how to undertake a gender analysis, ensure gender is mainstreamed effectively and integrate gender into the Regional Headline Results (Save New Borns, Stop Stunting, Every Child Learns and End Child Marriage) and in Complementary Results for Early Childhood Development (ECD) and Water, Sanitation and Hygiene (WASH).

Internal

[CRS Southern Africa Guidelines for Gender-Responsive Programming](#)

This is CRS' guide on how to address gender-based violence and integrate gender considerations into projects on agriculture and livelihoods, and health and HIV. The strategies can also be adapted for the design, implementation, monitoring, evaluation and reporting of gender-responsive education programming.

6.1.3 PROTECTION

- Utilize community-based ECE centers as spaces to keep children safe from harm, abuse, neglect and exploitation. To ensure that protection concerns are addressed, ECE program/center will have regular contact with protection service providers such as social workers and village protection committees, if available.
- Develop policies and procedures for regular enforcement of the safety and security of children in the program, including screening staff and visitors at ECE centers that prioritize child protection. Ensure that policies and procedures include standard protection or safeguarding such as a code of conduct, ways of supervision, regular/frequent training and feedback mechanisms.
- Advocate for integration of child protection into ECE materials.
- Provide training to ECE staff in identifying and reporting child protection issues.
- Design outreach and learning experiences for parents and caregivers focused on positive parenting and stress management.
- Strengthen community awareness of child protection issues.
- Identify protection needs of most vulnerable populations (refugees/displaced children, children with disabilities, girls, children in emergencies).
- Develop and implement assessment tools for tracking impact, including research for ensuring long-term scale-able quality services that foster child protection in ECE.

6.1.3 Resources: Protection

Internal

[CRS Guidance on Vulnerable Children](#)

This is a collection of CRS' resources on various sectors including education, health and nutrition, household economic strengthening, OVC psychosocial support, protection and social service system strengthening. In the education section, there are case studies, manuals and tools, including how-to guides prepared based on CRS' education projects worldwide.

External

[UNICEF Child Protection Resource Pack: https://data.unicef.org/resources/child-protection-resource-pack/#](https://data.unicef.org/resources/child-protection-resource-pack/#)

The purpose of this resource pack is to strengthen the evidence base of child protection through clear and practical guidance for improved planning and M&E practices and documentation of good practices and lessons learned, in line with

the main approaches in UNICEF's Child Protection Strategy (2008) and UNICEF's refocus on monitoring results for equity.

[UNICEF Technical Note on Child Protection in Emergencies](#)

The aim of this brief is to support child protection practitioners to better respond to child protection risks during a COVID-19 pandemic. Part I presents the potential child protection risks COVID-19 can pose to children. Part II presents programmatic options in line with the [2019 Minimum Standards for Child Protection in Humanitarian Action](#) (CPMS) and [the Guidance Note: Protection of Children During Infectious Disease Outbreaks](#).

[COVID-19: Protecting Children from Violence, Abuse, and Neglect in the Home, v.1](#)

This technical note, which is informed by reports from the field, examines issues that children may face as countries implement lockdowns and stay-at-home orders to curb the spread of COVID-19. Protective prevention and response strategies are then outlined with the goal of strengthening the protection of children in all types of homes.

[Competencies for Early Childhood Professionals: Virginia's Early Childhood Development Alignment Project](#)

This guide offers comprehensive, evidence-based standards and procedures to help adults or early childhood professionals (in Virginia's ECD Alignment Project, U.S.) ensure young children's needs holistically. The guide can be adapted to other countries as appropriate to local contexts. It articulates the skills and competencies desired in early childhood professionals and outlines standards for competent practice, identifying what early childhood professionals must know, be able to do and care about to provide quality early care and education in areas of health, nutrition and protection/safety; child growth and development; observation and assessment; partnering with family and community; learning environment and curriculum; effective interactions/relationships; and program management.

[Say and Play: A tool for young children and those who care for them](#)

This is a tool developed to encourage parents/caregivers to learn about young children's experiences and views, and encourages children to express themselves naturally through games and stories. By improving communication, Say and Play creates a dialogue between adults and vulnerable young children in need of services or emotional support.

6.1.4 DISABILITY

- Conduct a needs assessment to understand the barriers which affect the access of children with disabilities to ECE, such as functional impairment, severity, gender and age through, for example, links and referral systems to community services.
- Include adults with disabilities such as families and other stakeholders in ECE program planning, implementation and evaluation processes (Child Well-Being Day, community-based libraries, literacy programs).

- Provide staff training to promote awareness of the capacities, contributions, skills, strengths and abilities of children with disabilities.
- Provide training on identifying/screening disabilities and conducting referrals (trainees include ECE providers, teachers, and others working with children).
- Engage Organizations of People with Disability (OPDs), local authorities, disability-specific organizations and service providers. Ensure training sites and materials are accessible by identifying and removing the physical, communication, policy and attitudinal barriers that may prevent persons with disabilities from effectively and safely participating in early childhood care and education facilities.
- Ensure that play-based learning materials and aids are in accessible formats (large print, pictorial and audio formats, accompanied sign language where available) and held in accessible locations.
- Document and disseminate success stories to encourage families with children with disabilities to work towards their goals and reduce stigmatization among the general population.
- Establish safe and child-friendly spaces (CFS) for families with CWD.
- Develop and implement assessment tools for tracking impact, including research for ensuring long-term scale-able quality ECE services for children with disabilities.

6.1.4 Resources: Disability

Internal

[CRS Capacity Overview Disability Inclusion](#)

This CRS website provides information on CRS' programming related to disability inclusion in different areas of intervention: Food Security, Livelihoods, Emergency Response, Education and Family Strengthening. Tools from CRS SCORE ECD and CRS Laos Education projects are also included in this resource.

[How-to-Guide: Inclusive Education for Children with Disabilities](#)

This guide from CRS/Vietnam addresses inclusive education. It provides practical steps that CRS country programs and partner organizations can take to adopt activities on inclusive education.

External

[Washington Group \(WG\)/UNICEF Child Functioning Module \(CFM\). Questionnaires](#)

The Washington Group/UNICEF Module on Child Functioning, finalized in 2016, covers children between ages 2 and 17 and assesses functional difficulties in different domains including hearing, vision, communication/comprehension, learning, mobility and emotions. To better reflect the degree of functional difficulty, each area is assessed against a rating scale. The purpose is to identify the subpopulation of children who are at greater risk than other children of the same age or who are experiencing limited participation in an unaccommodating environment. The set of questions is intended for use in national household surveys and censuses.

[Washington Group Short Set on Functioning](#)

The Washington Group Short Set of six questions on functioning for use on national censuses and surveys was developed, tested and adopted by the Washington Group on Disability Statistics (WG). The questions reflect advances in the conceptualization of disability and use the World Health Organization's International Classification of Functioning, Disability and Health (ICF) as a conceptual framework. The resource is useful for inclusive interventions (e.g., assessment; survey).

[How-to Note: Collecting Data on Disability Prevalence in Education Programs - Draft for Comment USAID](#)

This how-to note on Collecting Data on Disability Prevalence in Education Programs is intended for missions, local actors and implementing partners that are committed to improving access to quality, inclusive education for children and youth with disabilities across the USAID Education continuum. This how-to note is applicable to USAID Education programming in preprimary, primary, secondary and higher education. Further, this how-to note provides important information on which tools allow an activity to report disability disaggregated data for standard foreign assistance indicators, as required in the [Office of Education's Education Reporting Toolkit](#).

[Disability Inclusive Education: How to Collect Data on Disability \(2021\)](#)

This is new guide from USAID (2021) on disability data collection in inclusive education programming. The foundation for USAID's guidance is the social model of disability and the Washington Group on Disability Statistics (WG) approach to collecting data on disability. Aligning with the World Health Organization's conceptual framework for measuring disability, the WG created the WG Short Set of Questions on Disability (WG Short Set) to produce data comparable across countries, which helps standardize global data collection and ensure consistency in reporting on indicators. The WG questions are designed to focus on levels of difficulty doing daily activities like walking, seeing and hearing that a person may experience in an unaccommodating environment. As of 2021, over 75 countries use this method.

[Universal Design for Learning to Help All Children Read](#)

This USAID Toolkit is developed for international education stakeholders to promote literacy for learners with disabilities using the Universal Design for Learning approach. It provides guidelines on instructional approaches and teaching supports, such as IEP, that can help all children read, especially children with disabilities.

[Ensuring All Students Are Learning: Inclusive Education White Paper](#)

This white paper makes the case for inclusive education and describes key approaches to inclusive education such as the System-Thinking approach/Twin-Track approach, Universal Design, Do No Harm, Appropriate Information Technology. The resource is useful for policymakers and implementers of inclusive education.

[Policy Statement on Inclusion of Children with Disabilities in Early Childhood Programs - U.S. Department of Education](#)

This brief is a policy statement on the inclusion of children with disabilities in Early Childhood Programs issued by the U.S. Department of Health and Human Services U.S. Department of Education (2015).

[UNICEF Children With disabilities Resources Catalogue](#)

This is UNICEF's resource hub on children with disabilities—useful for planning, implementing and evaluating disability-inclusive ECE programming as well as policymaking and advocacy works related to children with disabilities. The hub includes a resources catalogue/teaching and learning resources for professionals and parents working with children with disabilities and practical guides to blended/remote learning and children with disabilities.

[UNICEF Inclusive Pre-School Programmes: Companion Technical Booklet](#)

The purpose of this booklet is to help ECE service providers and partners understand the basic concepts of inclusive preschool programs, with an emphasis on children with disabilities. The content includes chapters on why preschools are important, key characteristics of inclusive preschools and how early identification and intervention impact school readiness, among others

[Monitoring and Evaluation Framework to Track and Assess the Results of Interventions Aimed at Changing Attitudes and Social Norms Towards Children With Disabilities In Europe And Central Asia](#)

This is a framework developed by UNICEF to measure changes in discriminatory attitudes and social norms regarding children with disabilities in Europe and Central Asia (ECA). It contains Components of a Monitoring and Evaluation Plan, Objectives and Indicators, Monitoring and Evaluation and Research Design. The first section briefly discusses what an M&E framework is as well as the components of an M&E plan. The second section reviews the development of objectives and indicators. The Monitoring section discusses outputs, exposure and outcomes, while the Evaluation section looks at short-, medium- and long-term results. Lastly, the Research Design section discusses considerations in design and sampling.

6.1.5 MINORITY LANGUAGE

- Understand the sociolinguistic context where your programming is implemented through situational analysis.
- Engage and involve different stakeholders.
- Incorporate language issues into work plans and budget.
- Conduct a language analysis to support language standardization.
- Analyze current curriculum and instructional approaches for language inclusive approaches and multilingual ECE settings (including mother tongue instructions).
- Develop language- specific resources that speak to young children's home languages through materials, music, visual arts, dance, literature and storytelling.

- Provide training and resources in appropriate languages to facilitate teaching in multilingual settings.
- Develop and implement assessment tools for tracking impact, including research for ensuring long-term scale-able quality services that foster the integration of minority language in ECE.

6.1.5 Resources: Minority Language

External

[Handbook on Language of Instruction Issues in Reading Programs](#)

The handbook is designed to be useful to anyone supporting efforts to improve literacy or learning improvement; to be applicable across geographic contexts; to be accessible to people with different levels of knowledge and experience; and to be relevant to programs in various stages of design, implementation and expansion.

[Enhancing Learning of Children from Diverse Language Backgrounds: Mother Tongue-Based Bilingual or Multilingual Education in the Early Years.](#)

This literature review by UNESCO discusses the importance of mother tongue instruction in early childhood and primary education and describes mother tongue-based bilingual or multilingual education for children starting in early childhood. The report informs policymakers about existing research and practices in mother-tongue instruction in early childhood and early primary school years, and raises awareness about the value of maintaining the world's languages and cultures by promoting and resourcing mother tongue-based education for young children.

[Early Reading: Igniting Education for All](#)

This resource provides evidence-based information on early reading and its benefits to children's educational success, including information on components of early reading skills and Early Grade Reading Assessment (EGRA) adapted by many low-income countries to assess early grade reading and to test and prove ways to improve reading outcomes. It describes what EGRA is about and ensures that the assessment components are aligned with essential and teachable reading skills—letter recognition, phonemic awareness, phonics, oral reading fluency, listening, comprehension and reading comprehension.

[Teaching and Learning Materials for Language Education: KG1 to Grade 6](#)

This resource provides a simple checklist of materials matched with the needs of learners at different levels of grades KG1, KG2 and G1–G6. It provides information on materials needed for oral language and for written language learning, including characteristics of graded reading materials as Level 1 (the reader's first or home language—the language they know best), Level 2 (the language that the student must learn in school), Level 3 and Level 4 (additional languages learned in school), etc. The resource can be useful for early childhood teachers supporting young children in literacy/reading skills.

[Mother Tongue-Based Bilingual or Multilingual Education in the Early Years](#)

This resource provides guideline and foundational knowledge upon which to build the core strategies for working to promote mother tongue based bilingual and multilingual education in the early years.

[Promoting Literacy in Multilingual Settings \(UNESCO\)](#)

This resource provides information to multilingual education implementers and policy makers on approaches to education in ethnic minority communities and shares examples of good practices from eight Asian countries, including ideas and approaches for effective multilingual education program development. The resource also provides tips on how to develop low-cost and effective materials (e.g., Big Books, Shellbooks), train community teachers and use appropriate teaching methods.

6.1.6 TECHNOLOGY

- Determine if there are any national guidance or frameworks around the incorporation of technology in early childhood care and education programs for your country program.
- Consider the variety of modalities, users and purposes technology can be used for; be mindful of issues of equity and access.
- Adapt developmentally and age- appropriate technology. Appropriate use of technology and media depends on the age, developmental level, needs, interests, linguistic background and abilities of each child.
- The incorporation of technology and media should be active, hands-on and engaging. Avoid passive use of television, video or other forms of technology, for children between ages 2 and 5.
- Early childhood educators need training on—and professional development opportunities—incorporating technology into the teaching-learning processes. To protect children’s psychosocial well-being and enhance learning, carefully consider recommendations from public health organizations for children from birth through age 5 on screen time and appropriate use of online resources.
- Develop and implement assessment tools for tracking impact, including research for ensuring long-term scale-able quality services that foster learning through context-based technology in ECE

6.1.6 Resources: Technology

Internal

[ICT4D Catholic Relief Services](#)

This is CRS’ website on information technology for development (ICT4D). It provides information on the use of ICT4D for MEAL and humanitarian projects, including training materials and tools for data extraction and analysis that provides insights for program innovation, learning and adaptive management. CRS applies technology at scale to increase our reach and effectiveness while providing measurable improvements in the lives of the people we serve.

External

[Delivering Distance Learning in Emergencies](#)

USAID developed this resource to provide evidence on four effective distance learning modalities that can be implemented in USAID-recipient countries during and beyond emergencies. These four distance learning modalities—radio/audio, video/television, mobile phone programming and online learning—are examined alongside the technologies used to access distance learning (radios, mobile phones, televisions, tablets and, to a lesser extent, computers). While these modalities can be implemented in conflict settings and during crises, such as the COVID-19 pandemic, when learning institutions are closed, their utility also extends beyond these extreme circumstances to promote inclusion and increase access to quality teaching and learning.

[Using Information Communications Technologies to Implement Universal Design for Learning](#)

USAID developed this technology-based resource for teaching children with and without disabilities literacy and numeracy skills. It is intended to assist ministries of education, their donors and partners, disabled persons organizations (DPOs) and the practitioner community—funded by and working with USAID—select, pilot and (as appropriate) scale up ICT4E solutions to facilitate the implementation of Universal Design for Learning (UDL), with an emphasis on helping students with disabilities acquire literacy and numeracy skills. The paper focuses primarily on how technology can support foundational skills acquisition for students with disabilities, while also explaining when, why and how technologies that assist students with disabilities can, in some applications, have positive impacts on all students' basic skills development.

[A Roadmap for Measuring Distance Learning: A Review of Evidence and Emerging Practices \(USAID 2021\)](#)

USAID developed this review/tool to support education practitioners, donors, implementers, non-governmental organizations (NGOs), civil society organizations and other stakeholders in applying best technology-based practices to monitor and evaluate distance learning initiatives designed for diverse learners and implemented both within and outside of learning institutions. The resource describes four key distance learning modalities: radio/audio, television/video, mobile phone and online learning. Printed texts, which are often developed to accompany these first four modalities, can also be a fifth modality in contexts where technology is not used.

[Support Your Staff and Student Resiliency During Covid-19](#)

This is a package of various resources by RTI on how to help teachers and children maintain resiliency during emergency situations. It also offers tips for enhancing the continuity of learning during school closings.

[Everyday Learning; PBS KIDS videos, games and activities all about hand-washing and staying healthy](#)

This resource provides parents and teachers with various PBS video activities for supporting young children's well-being and learning during school closings due to emergencies such as the COVID 19.

[20 Online Learning Resources to Get You through Coronavirus School Closures](#)

This resource provides various video-based and drawing activities for children's learning while they stay at home during emergency school closures.

[COVID-19: Are children able to continue learning during school closures?](#)

UNICEF provides evidence-based data on countries worldwide that implemented digital and broadcast remote learning policies for preprimary education during the Covid-19 pandemic. The review reveals that "across countries, the most common approach was digital instruction, which was used by 42% of countries for pre-primary education, 74% of countries for primary education and 77% of countries for upper secondary education. Many countries have also developed broadcast curricula (television- and radio-based), especially for primary and lower secondary students."

[Learning to Live Together: An Activity Booklet for Children during the Covid-19 Pandemic \(Arigato International\)](#)

This activity booklet for children is adapted from the Learning to Live Together initiative and provides an opportunity for caregivers and parents to support children's socio-emotional and spiritual needs during the COVID-19 pandemic. The activities are designed for children from ages 4 to 11 and ages 12 to 18. Hands-on and interactive, caregivers and children can do the activities at home at their leisure. The booklet provides specific information about what children can learn from the activity, what materials are needed and how to complete the activity. Some of the activities include: My life tree, puppets, writing letters to neighbors or family members, gardening, meditation, yoga, cooking together, what I stand for and your silhouette is mine.

[Keeping Kenya Learning: The importance of caregiver engagement in supporting learning beyond the classroom](#)

This is an article from The Keep Kenya Learning (KKL) initiative is helping parents and caregivers build their capacity and confidence to support learning at home. The article highlights the importance of parental engagement in learning, and outline lessons learnt about how to increase parental engagement during the pandemic and beyond.



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