QUALITY
PRESCHOOL PACKAGE

Save the Children

ACKNOWLEDGEMENTS

TABLE OF CONTENTS

INTRODUCTION

ABOUT THE QUALITY PRESCHOOL PACKAGE

The early years of life constitute a critical period during which foundational skills become established. Offering quality early childhood care and development (ECCD) experiences provides young children with the opportunity to develop initial linguistic, cognitive, social-emotional, and motor skills, which help build the foundation for later skill acquisition. There is growing evidence of the ways in which early environments influence brain development (Shonkoff and Phillips, 2000).

Children exposed to early learning programs in developing countries are more likely to be ready for school and to obtain better academic achievement scores, and are less likely to repeat a grade and drop out (UNESCO, 2007). In fact, simulation models show that increasing preschool enrollments in all low- and middle-income countries

What do we mean by "preschool?"

Throughout the Quality Preschool Package, we use the term "preschool" loosely to mean any form of early learning in a group setting catering to children of approximately three to six years.

to 25 percent could generate US$10.6 billion in higher educational achievement, and an increase of 50 percent could yield US$33.7 billion (Engle et al., 2011; Lake, 2011). Investments in the early years of life produce higher returns, particularly among children at risk, because ECCD programs are more effective and less expensive than remediation programs later in life.

A central aim of Save the Children's ECCD programs is to ensure that children aged three to six years have access to one or preferably two years of high-quality early learning environments prior to formal school entry. Early learning environments encompass both individual stimulation at home, where the primary interaction is between the child and his or her parents or other caregivers, and group stimulation, where children gather in a shared environment and interact with one another under the guidance of a trained facilitator. These group settings may include community structures, schools, workplaces, religious structures, or even homes. Early learning environments vary by country, and sometimes even by community, depending on the resources available and the broader national context. ECCD programs should aim to improve the access and quality of early learning environments and ensure that these environments protect and promote children's cognitive, social, emotional, and physical development.

Preschool programs are at the core of Save the Children's ECCD portfolio, with over 75 countries currently implementing early education programs. The Quality Preschool Package is your guide to preschool programming. It offers tools to design, implement, and continue to improve quality preschool programs for children aged three to six years and their families, as well as to support the transition into primary classes. This guide was developed by collecting and classifying the vast number of resources that Save the Children's country offices have developed for preschool programming. The Quality Preschool Package therefore draws on the rich resources and experiences of country teams to pull together simple and adaptable tools that can be used to support quality early education in multiple contexts and through different delivery mechanisms.

For more information, please contact:

Sara Poehlman, Senior Director, ECCD, spoehlman@savechildren.org

Sara Dang, Senior Specialist, ECCD, sdang@savechildren.org

Department of Education and Child Protection, Save the Children USA

www.savethechildren.org

Who the quality preschool package is for

The Quality Preschool Package is written primarily for program managers and other program staff involved in early childhood development. You may find parts of the Quality Preschool Package appropriate for trainers, ECCD facilitators, and technical assistance providers as well. For example, if a trainer is facilitating a session on curriculum development, the trainer should read the Teaching and Learning chapter, which focuses on the preschool curriculum. In countries where ECCD facilitators are highly qualified, you may want to extract sections and develop an ECCD facilitator's manual containing key information (for samples, see the **Curriculum Implementation Guide** by Save the Children Bhutan in the Preschool Package Library). The Quality Preschool Package is also useful for technical assistance providers who can look up key resources to better support countries in implementing preschool programs.

HOW THE QUALITY PRESCHOOL PACKAGE IS ORGANIZED

The Quality Preschool Package has been designed to support countries at different levels of implementation. It consists of eight chapters that represent the core ingredients in any preschool program:

1. **Getting started**
   How to undertake the groundwork for your preschool program

2. **Establishing your preschool**
   How to start a preschool

3. **Developing your basic preschool curriculum**
   How to set up the foundations for your basic curriculum

4. **Training ECCD facilitators**
   How to improve teaching and learning practices

5. **Preschool health and nutrition**
   How to provide health and nutrition services to preschool children

6. **Parenting programs**
   How to engage caregivers and improve their parenting skills

7. **Transitions to basic education**
   How to ease children's transition into primary school

8. **Monitoring and evaluating preschool programs**
   How to monitor and evaluate a preschool program

You can select the relevant chapters or combination of chapters depending on your needs.

Getting Started is written for countries that are initiating their preschool program. This section will help you gather information on the program impact area through a situation (or "need") analysis. It will also help you mobilize the community around the preschool, establish a welcoming learning environment, and hire facilitators. The mobilization section is particularly relevant in communities where there are no government preschools, and where communities can establish their own preschools with Save the Children's support.

Establishing your Preschool provides suggestions for establishing your preschool and selecting, training and supervising your ECCD facilitators, who are the backbone of a successful preschool program.

Teaching and Learning focuses on implementing or enhancing teaching practices. It will guide you in implementing a basic preschool curriculum with developmentally appropriate activities and rich teaching materials.

Enhancing your Preschool Curriculum is appropriate for countries that already have an established basic curriculum. It provides an overview of Save the Children's preschool enhancement toolkits, including Early Literacy and Math (ELM), and Healing and Education through the Arts (HEART).

School Health and Nutrition explains how to implement basic health, nutrition, water, and sanitation practices in your preschool.

Parenting Programs offers a range of parenting packages that you can adapt to meet your needs. Transitions to Basic Education suggests a variety of activities to ease children's transition into grade 1.

Monitoring and Evaluation presents tools for measuring processes and outcomes, including the the International Development and Early Learning Assessment.

You will find all of the resources in the Quality Preschool Package Library on OneNet.

1. GETTING STARTED

Whether you are planning to initiate or improve your preschool program, this chapter will help you lay the foundations for your work. It begins with a situation analysis to help you understand children's needs in the impact area and identify the current status of preschools. The community mobilization section will help you promote community involvement to establish and manage your preschools. The chapter ends with suggestions on establishing your preschool and selecting, training and supervising your ECCD facilitators, who are the backbone of a successful preschool program.

1.1. SITUATION ANALYSIS FOR PRESCHOOL PROGRAMS

When designing or improving a preschool program, it is very easy to make assumptions about what the preschool needs are. A situational analysis ensures that you are able to examine the overall country level policy for preschool education, observe and assess current preschool practices and program provision, as well as establish a relationship with the community by allowing them the chance to communicate their needs for children of this age.

You can focus your situation analysis broadly on understanding preschool needs and practices in your community, or on a specific issue, such as health and nutrition in preschool or inclusion of children with disabilities. You can then use the information gathered to guide the process of designing or improving a preschool program that successfully builds on the community needs and practices and contributes to the overall country level preschool system.

If your project has a focus on children with disabilities, Save the Children's handbook on inclusive education entitled **Inclusive Education: What, Why and How** (Preschool Package Library) provides guidance on how to ensure inclusion along the project cycle, including the situation analysis.

How to do a Situation Analysis:

Step 1: Review the questions in the Situational Analysis Matrix

In the situation analysis section of the Common Approach to Sponsorship-funded Programming (Preschool Package Library) you will find a list of possible questions which the situational analysis can address. For each question, information sources and data collection methods are suggested to help you gather the response. Review the matrix and select the questions, data sources and methods that seem most relevant to your impact area and program needs. Make a plan for the data collection and a report outline.
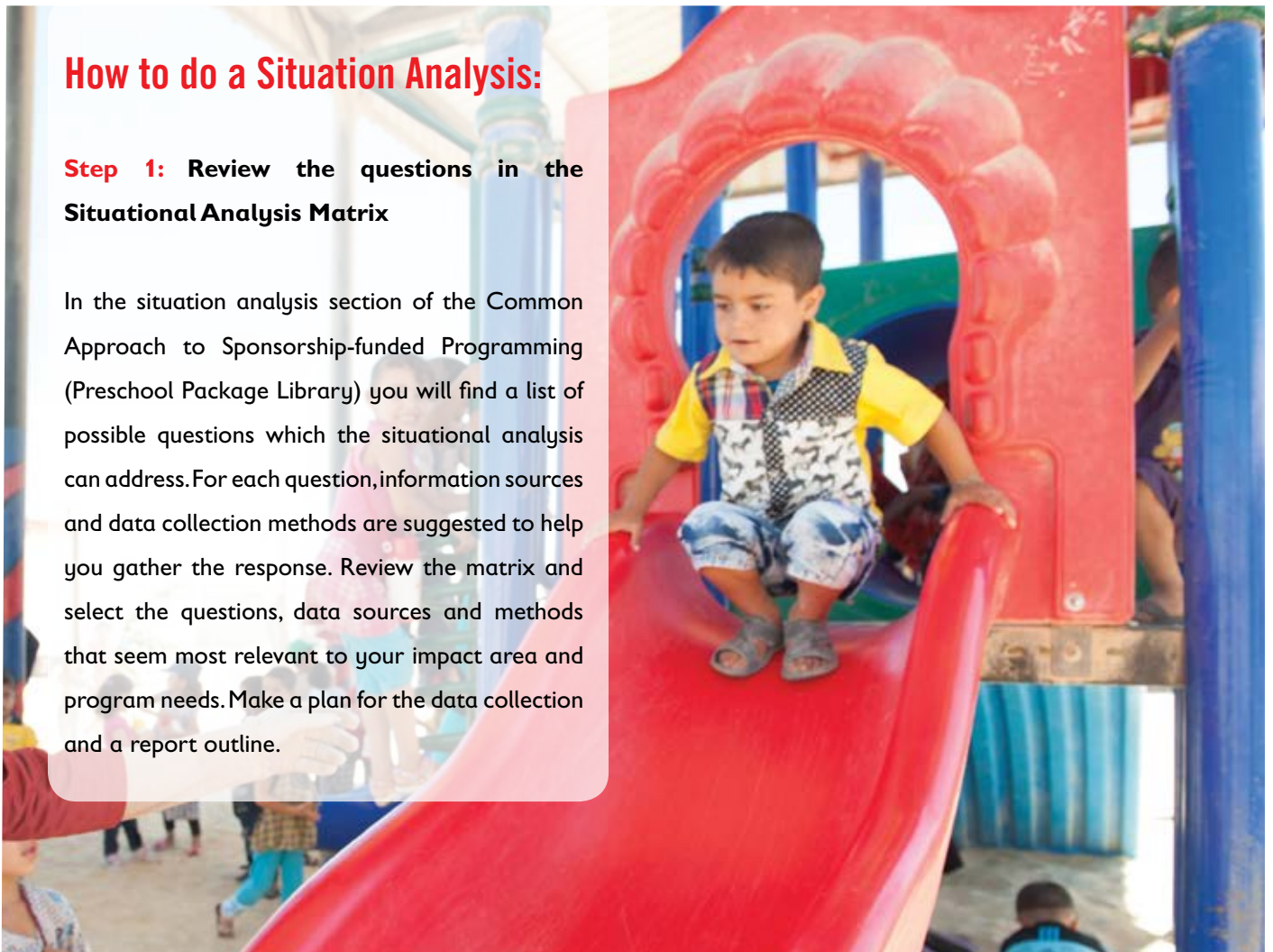
Step 2: Gather information

Gather the information you will need to answer the questions you identified in Step 1 from the suggested sources of information. The main data sources include:

- Review of secondary data – Review documents from government agencies, such as the ministry of education, the ministry of health, the ministry of women and children, and any other relevant ministries (including district and national), and development partners, and review published papers specific to your country and issues related to preschools and more generally to children aged three to six years.

- Mapping of existing ECCD services – Identify the availability of, access to, and quality of preschools and other early learning services. These ECCD services may include information about childcare provided by community members.

- Key informant interviews – Conduct interviews with informants at both the national and district levels, including national-level experts, national program managers, faculty at teacher training institutions, and staff of development partners involved in ECCD-related activities, as well as Save the Children program staff. The choice of key informants will vary by country and depend on the preschool program focus and existing connections with Save the Children. Key informant interviews should also be used to create/strengthen connections with partners, ensure that they are aware of Save the Children's activities, identify possible links, and gather recommendations for Save the Children's program focus (e.g., how Save the Children's preschool program can contribute to better learning outcomes in primary school).

- Primary data collection – Use participatory methods (focus group discussions and in-depth interviews) to gather information at the household, preschool/site, school, and community levels. Respondents may include mothers and other caregivers of children aged three to six years, ECCD facilitators, grade 1 teachers, community leaders, and so on.

You may need assistance from a qualitative research expert to help you gather and analyze the primary data at household, potential ECCD site, primary school, and community levels. Ideally, the key informant interviews at the national and district levels, as well as the review of secondary data, should be conducted by Save the Children staff to strengthen our relationships with partners and awareness of the content of ECCD-related documents in the country.

Step 3: Process the information and summarize findings in a report

The information you have gathered must be processed and summarized in a report. The situational analysis section of The Common Approach to Sponsorship-funded Programming (Preschool Package Library) provides guidance on how to process the information. Findings from the analysis of secondary data, key informant interviews, and primary data collection should be reported under separate sections and then pulled together in a conclusion with programmatic recommendations.

Step 4: Share findings and use for preschool program design

The final and most important step is to share the findings of the situation analysis with Save the Children staff and district-level partners, and use them to guide the preschool program design and beneficiary selection. For example,

in China, Save the Children decided to focus its urban preschool programming on children who have migrated into the city with their parents, because these children do not have the papers needed to enroll in government preschools.

The findings may also influence the design of the curriculum: in many communities affected by natural disasters or violence, including Bosnia, the Occupied Palestinian Territory, and El Salvador, Save the Children decided to prioritize psychosocial activities to help children cope with their experiences. In northern Vietnam, Save the Children has been introducing Vietnamese as a second language teaching techniques to cater to children from ethnic minorities. The situation analysis should guide your decisions on the overall design of the preschool program.

Source: Adapted from The Common Approach to Sponsorship-funded Programming, Save the Children USA.

1.2 Mobilizing the Community Around the Preschool

This section focuses on creating a vibrant community that is ready to set up and manage the preschool. It provides you with the tools necessary to mobilize the community, foster community ownership, create a preschool management committee, and engage parents in the preschool throughout the life of the project. The **Community Mobilization Sponsorship Module** (Preschool Package Library) provides a complete description of the steps involved in engaging the community.

This section is particularly relevant to setting up community-run preschools rather than government preschools. However, you may find that some of the activities in this section are also useful in ensuring community support for government preschools.

Why mobilize communities in preschool programs?

Because you want to:

- work with communities in a participatory and culturally appropriate manner so that a foundation for partnership is established with programs
- capitalize on the creative potential of communities to plan, leverage, and manage resources
- create linkages between communities and external human and financial resources
- assist in creating a sustainable preschool environment in which individuals address early childhood needs through locally appropriate responses

Source: Adapted from the Community Mobilization Sponsorship Module, Save the Children USA.

Step 1: Select a community mobilization team

Before you begin working with communities, you will need to put together a team of people who will facilitate and support your preschool community mobilization activities. Your community mobilization team may include Save the Children, government, or partner staff. In the end, it may all come down to practical considerations, such as time and interest. If you have the opportunity to choose some or all of your own team members, consider the following criteria:

- What ECCD expertise does the individual have?
- Does the individual have basic community mobilization experience?
- Does the individual have facilitation skills and strong personal attributes (e.g., good listening skills, patience, diplomacy)?
- Does the individual understand the political, socio-cultural, and economic context of the community?

Step 2: Train your community mobilization team

The training for your community mobilization team should include findings from the situational analysis, an orientation on community mobilization theory, and the presentation of a plan to mobilize communities around the preschool program.

Sample training schedules and a community mobilization activity plan template are available in Preschool Package Library[1].

Step 3: Get community buy-in

In communities where there are no government preschools, the first step must be to discuss the benefits of quality preschools for child development, the objectives of the preschool program, and the responsibilities of the community and Save the Children. If the community is interested in establishing a preschool, Save the Children must explain that the preschool will belong to the community, and Save the Children will offer support and guidance. Creating a sense of ownership among the community members is essential because the success of the preschool program depends on the willingness of the community to dedicate time and resources to preschool activities, and to ensure sustainability.

Step 4: Hold government and community meetings

Once the community has expressed an interest in establishing a preschool, a series of meetings will need to take place with government and community leaders. A strong partnership between the government, the community, and Save the Children is also needed to ensure the quality and sustainability of the preschool program. The Sponsorship Community Mobilization Meeting Guide for Community Development Assistants (Preschool Package Library) provides an example of meetings held by Save the Children Zambia.

---

[1]   This guide is a global tool developed by several partners, including Save the Children under the Health Communication Partnership Umbrella.

1.3 Mobilizing Parents

A community of active and engaged parents and other caregivers is a key pillar of a successful preschool. Parent involvement can take many forms, ranging from developing teaching and learning materials and maintaining the preschool, to discussing children's progress with ECCD facilitators. This section offers ideas about how to mobilize parents to support the operation of the preschool. The Parenting Programs chapter offers resources to strengthen the capacity of parents to support children's development at home.

In Afghanistan, parents offer a room in their home to run a preschool. In India, Bhutan, and Bangladesh, parents take turns volunteering in the preschool on a daily or weekly basis. They can be involved in supervising the children during learning area time, while the ECCD facilitator works with a small group of children. In Nepal, Malawi and Vietnam, parents

take turns cooking preschool meals; in Bhutan and Tirupati, India, parents contribute a daily snack. Parents may also take a more active role and contribute to the preschool curriculum through a cultural day, held once per week or once per month; their stories, crafts, songs, dances, games, and oral histories will enrich the learning experience for children and ensure that the program is culturally grounded. ECCD facilitators can also invite parents to school events, such as open days, parent-teacher conferences, and workshops to make teaching and learning materials.

Engaging parents in this way allows them to understand how the preschool promotes children's learning. They also become familiar with new skills, such as how to ask questions that require reasoning, how to create activities for children and play with them, and how to promote the children's culture.

Obtaining parent/caregiver commitment

Parental commitment can be obtained through an orientation meeting, a letter, or any other means. Save the Children Mozambique prepared the following letter for parents:

Date: _____

Community Name: _____

Preschool Name: _____

I, _____, parent/caregiver of _____

agree that I will uphold the following responsibilities for my child's participation in the preschool program:

1. Bring children daily

2. Be involved in preschool activities such as collecting materials, cleaning the ECCD Centre area, construction, helping with cultural activities, and producing learning materials

3. Keep children home when sick and seek medical attention

4. Feed children before going to the preschool each day and provide a snack

5. Contribute to the preschool Core Group's efforts to support preschool caregivers

6. Attend parenting meetings and try positive parenting practices at home

7. Participate in other preschool community activities

Signature: _____

Witness Name: _____

Witness Signature: _____

1.4 Creating a Preschool Management Committee

The preschool management committee (PMC) is the management structure of the preschool. It encourages local ownership, engagement, and monitoring, and also lays the foundation for the sustainability of the preschool program. This section outlines how to form the PMC, initiate meetings, train and support PMC members, and conduct quarterly reflection meetings with the PMC.

Forming the preschool management committee

Members of the PMC each have specific roles, which seek to maximize the benefits of a preschool environment. The formation of the PMC should follow a transparent and collaborative process involving district education coordinators and community leaders. To the extent possible, it should include a cross-section of the community (e.g., both men and women, representatives from different ethnic groups, representatives from wealthier and poorer families, parents of children with disabilities).

Sample PMC terms of reference

(Example from Save the Children Uganda)

- Replenish supplies and resources.
- Hold regular monthly meetings in the first year of establishing the preschool to discuss and plan for the preschool. Starting in the second year, hold quarterly meetings.
- Conduct regular activities involving parents and the community to facilitate parent participation in the preschool program.
- Monitor and supervise preschool teachers and activities.
- Maintain administrative records (e.g., children's admission book, teachers' and children's attendance register, visitors' book, assessment reports, children's observation records).
- Ensure that children's holistic well-being is taken care of, including health, protection, and education.

THE FIVE STEPS DESCRIBED BELOW WILL GUIDE YOU IN CREATING A PMC WITH CLEAR RESPONSIBILITIES.

Step 1: Develop the PMC's terms of reference

The role of the PMC will vary from country to country. You can develop the PMC's terms of reference (see the example from Save the Children Uganda in the textbox).

Step 2: Develop selection criteria for the PMC

In countries where PMC selection criteria have not yet been developed, you can create them yourself. For an example, see Selection Criteria for the Preschool Management Committee from Save the Children Malawi (Preschool Package Library).

Step 3: Identify PMC roles and responsibilities

For an example of PMC roles and responsibilities, see Roles and Responsibilities of a Preschool Management Committee from Save the Children Zambia's Sponsorship Program (Preschool Package Library).

Step 4: Elect the PMC

The PMC should be elected in a transparent manner. You can guide the community to identify and nominate a set number of candidates for each position (e.g., three names per position with at least three people to second each name). The community can then vote for the people nominated by secret ballot or any other system that is convenient to them.

Step 5: Appoint the PMC

Once the PMC members have been elected, the local leaders can formalize the roles of the people who have been elected by giving them an appointment letter, indicating the position of the duty bearer, the terms of reference, and the duration of service, where applicable. If most of the people in the community cannot read, it may be more practical to formalize the roles of the PMC members in a community meeting.

INITIATING PRESCHOOL MANAGEMENT COMMITTEE MEETINGS

During the first PMC meeting, reaffirm that the preschool is primarily the community's responsibility, and clarify how Save the Children will collaborate and support the community. For example, Save the Children may help with planning, training, and delivering materials for construction, while the community can be responsible for the construction, management, and upkeep of the preschool.

To begin the first meeting, orient each member to their responsibilities. The PMC can then discuss its role in the preschool and what steps the members think are involved in setting up the preschool. A Save the Children staff or community development worker can facilitate this discussion. The PMC can then plan for the selection of teachers, the location of the preschool, and the community mapping process.

COMMUNITY MAPPING

The community mapping process can involve a house-to-house survey, with a special focus on mapping the number of children of preschool age. Children with disabilities should be included in the list, with information about the type of disability. The PMC and community can later brainstorm ways to support children with disabilities, with support from Save the Children.

TEMPLATE FOR COMMUNITY MAPPING

Village	Household Name	Children 0–2	(Name, sex, date of birth, disability, etc.)	Children 3–6	(Name, sex, date of birth, disability, etc.)	Children 6–8	(Name, sex, date of birth, disability, etc.)

TRAINING AND SUPPORTING THE PRESCHOOL MANAGEMENT COMMITTEE

Every PMC will have slightly different capacity-building needs. You can tailor your training program by first conducting a capacity-building needs assessment, and then developing the training content. You can draw from the Preschool Management Committee Training by Save the Children Malawi (Preschool Package Library) to develop your capacity-building assessment and training program. The training may include community mobilization, planning and management, monitoring and evaluation, and supportive supervision.

CONDUCTING QUARTERLY PRESCHOOL MANAGEMENT COMMITTEE REFLECTION MEETINGS

It is essential to support the PMC throughout the life of the preschool project. Quarterly meetings with the PMC can serve to review and guide the PMC's activities and provide additional technical support if needed.

2. Establishing Your Preschool

Establishing your preschool involves identifying a location, deciding whether to use an existing space or build your preschool from scratch, involving the community in construction or renovation work, determining opening hours, and setting up the learning environment. This chapter covers each of these steps.
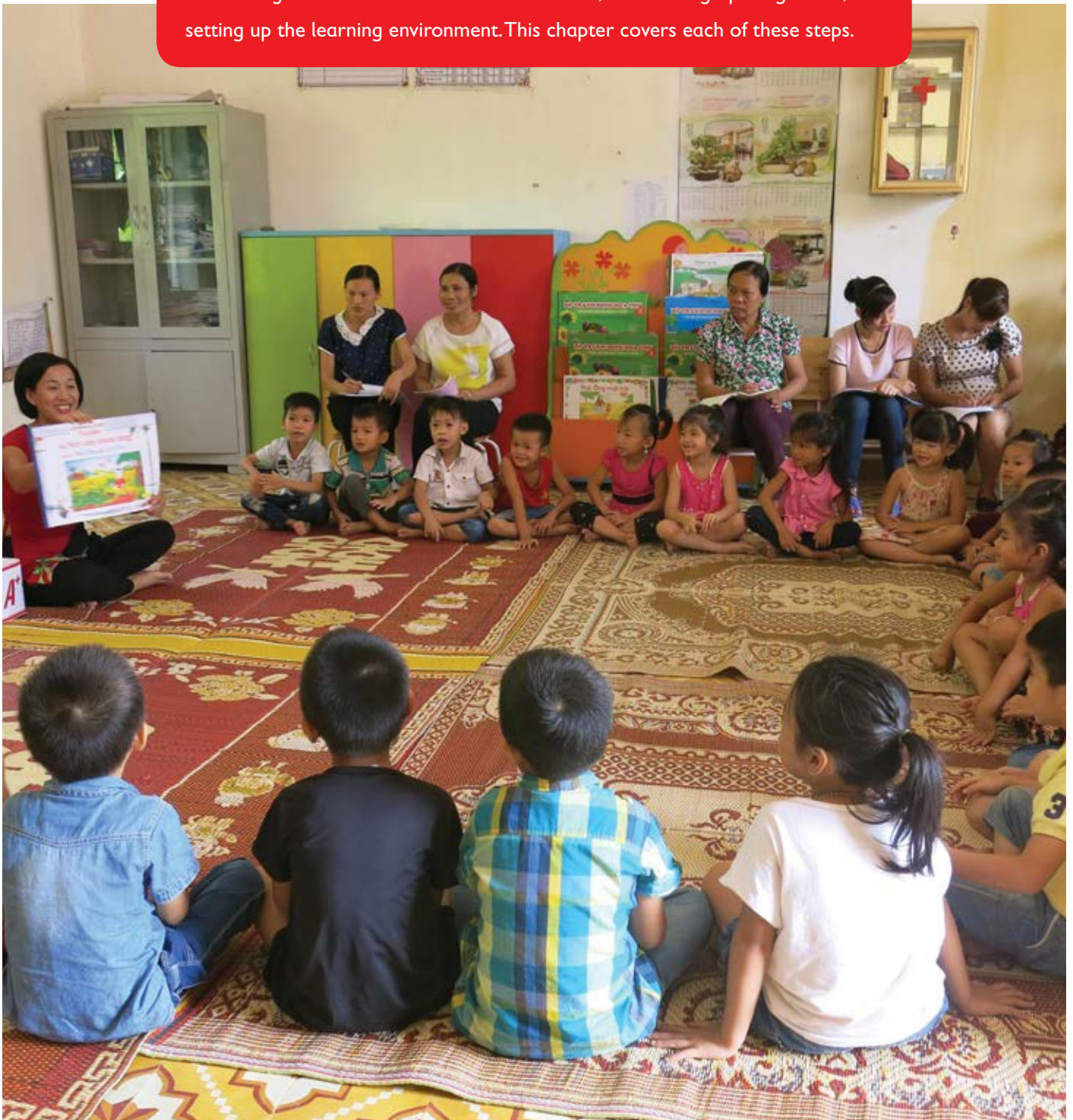
2.1 Choosing a Preschool Location

The local leaders and the PMC should suggest options for the location of the preschool, and parents of children registered in the preschool should decide on its final location. The following factors should be taken into consideration:

- The preschool should be located close to the homes where the majority of the children live.
- The indoor space should be large enough to accommodate the expected number of children. For example, in Mozambique, this means 1.5 square meters per child.
- There should be a safe, shady outdoor area near the preschool where the playground can be built.
- The preschool boundaries should be made clear to the community and any other facilities in the vicinity.
- There should be a latrine or space to construct a latrine.
- The preschool should be located near the primary school.
- Your ideas:

_____

_____

_____

2.2 Using an Existing Space or Building a New Preschool?

If you are setting up a new preschool, you can either use an existing space or construct your preschool from scratch. Many countries prefer to enhance existing spaces, such as an empty classroom in a school, or a room in someone's home or a community center. In Indonesia, preschools are sometimes found in mosques, and in Vanuatu some teachers use an open hut and store materials in trunks every afternoon. In Uruzgan Province, Afghanistan, Save the Children set up preschools in a room in ECCD facilitators' homes. In these cases, funds can be used to enhance existing facilities (e.g., painting, latrine construction, building a fence). Regardless of which existing space you select, develop minimum standards for safety, ventilation, light, sanitation, outdoor play, and so on for community structures to guide any renovation work. The structure should be child-friendly and accessible to children with physical impairments.

Constructing your preschool is likely to be more intensive and expensive, and Save the Children must ensure that any construction meets high standards. If you are considering this option, be sure to develop minimum standards for infrastructure and safety regulations, particularly if the area is prone to natural disasters. Nepal's Minimum Standards for New ECCD Building Construction (Preschool Package Library) is an example of such a document. Our preschools are often built with limited funds, and it is important to to balance safety standards with feasibility in terms of financing.

2.3 Involving the Community in Construction or Renovation Work

Whether you are using an existing facility or building your preschool from scratch, you will probably need to involve the community in some renovation or construction work. (A technical construction expert should be present for the most important construction/renovation phases.) It is important to mobilize the whole community, and not just the parents of the children in the preschool, as other families may want to enroll their children in the future.

In-kind contributions from the community and other stakeholders are important. When Save the Children Bangladesh first started its community-based preschools, its policy was to provide materials, with the actual construction an in-kind community contribution. Such community involvement prepares the community to take over the maintenance of the facilities, and thus contributes to community capacity building, ownership, and sustainability. Needed construction/renovation materials may be either procured or sourced locally. Both public and private organizations may be interested in supporting the purchase of materials.

Explain early on to the community that the construction or renovation of the preschool is a partnership between the community and Save the Children, in which no monetary remuneration will be involved at any stage. This in-kind community contribution is made on a voluntary basis, for the benefit of the children of the community.

You can set up a construction/renovation committee that would develop a proposed construction or renovation plan for the classroom and latrine, accompanied by a timeline and budget. The committee members may wish to employ the services of a

technical person to make a bill of quantities (including the items, quantity, and price). A sample bill of quantities is included in the Preschool Package Library. The committee should present the proposed budget to the PMC for review and approval. Once the budget has been approved, it is the responsibility of the PMC to decide on the sources of revenue. This may include school fees and fundraising activities. Donations can either be in cash or in kind (e.g., sand, labour, construction materials). Construction or renovations can begin as soon as the funds and other resources are in place.

The construction/renovation committee should monitor the project, guarantee security of the materials, update the PMC on progress, ensure the quality of the work, and present timely updates to the PMC. Meanwhile, the PMC should ensure a constant flow of funds to cover each phase of the construction or renovation, monitor the construction/renovation committee by regularly requesting updates and progress reports, and conduct site visits to confirm the content of the reports.

Defining the operation of your preschool

The following questions can help you define the operation of your preschool:

- At what times and on which days is the ECCD facilitator available? The response may vary depending on whether being an ECCD facilitator is a full-time or part-time commitment.

  _____

- How many days per week will your preschool be open?

  _____

- At what time will your preschool open and close in summer and winter (and/or during the monsoon)?

  _____

- Will children enter at the beginning of the school year or on an ongoing basis at a set age (e.g., when they turn three)?

  _____

- Will you charge fees or ask for contributions? If yes, how much will you ask for?

  _____

- Will you have multi-age classrooms or will you separate younger and older children?

  _____

2.4 Deciding on Preschool Operating Hours

Preschool operations vary widely from country to country, depending on norms and financial limitations. Preschools in Afghanistan open for two to three days per week, whereas those in Bangladesh and Nepal open for six days per week. Bolivia and Bhutan offer both half-day and full-day preschools to accommodate working parents. In Nepal, where children have breakfast just before 10:00 a.m., centers are open from 10:00 a.m. to 2:00 p.m. Opening hours may also vary seasonally: the preschools in Pakistan open later in the winter (9:00 a.m. to 1:30 p.m.) than in the summer (7:30 a.m. to 12:00 p.m.). Some preschools in Vanuatu and the Philippines have chosen to set up shifts to ensure better child–adult ratios; these preschools receive older children and younger children separately. When deciding on your preschool's opening hours, consider the work hours of the parents, local culture, seasonal variability, the feasibility of introducing shifts, and most importantly the availability of your preschool teachers.

After attending Ms. Rinchen's preschool class in his remote village only connected by footpaths in Bhutan, 5-year-old Dorji has learned how to share, developed his vocabulary, can now hold and use a pencil, and can sing many new songs, said his mom, Chogayalmo.

2.5 Selecting and Supporting ECCD Facilitators

ECCD facilitators are the heart of a quality preschool. This section will guide you in selecting your ECCD facilitators, compensating them for their work, and training and supervising them.

Selecting ECCD facilitators

In most countries where Save the Children works, ECCD facilitators are from the local community and speak the children's mother tongue. For example, facilitators in Bangladesh must live within a kilometer of the preschool. The majority of facilitators are women, but male facilitators are also available in some countries, including Bhutan, Papua New Guinea, Bangladesh, Nepal, and Kandahar, Afghanistan. Their education level varies; for example, in Afghanistan, non-reading facilitators are hired when non-reading facilitators are not available; in Bangladesh and many African countries, they usually have a secondary school completion certificate; and in Pakistan, some have a Bachelor of Arts or primary teaching certificate.

In Malawi, Zambia, Bolivia, and Bangladesh, ECCD facilitators are identified through a community process, and the PMC selects the best candidates. In Bhutan and Papua New Guinea, the District Education Office is responsible for recruiting facilitators.

The quality of the preschool will greatly depend on the capacity of the ECCD facilitators selected, as well as the child–adult ratio. Ideally, for every 30 children, a preschool should have three adult caregivers, who may be ECCD facilitators and assistants. Hiring a main ECCD facilitator and an assistant is a good practice, to minimize turnover issues and ensure that more than one trained staff is available in each preschool. However, if this ratio is not possible, aim to have one caregiver for 20–25 children, ideally with some support from parents and other helpers throughout the week to allow for small group time with the ECCD facilitator.

Step 1: Develop guidelines for selecting ECCD facilitators

In many countries with established preschool programs, the government has identified the qualifications for ECCD facilitators. If these are not outlined, you can work with the PMC and local government staff to develop guidelines for selecting the ECCD facilitators. These may include any of the following:

- Resident of the community and speaking the language of most children who will be attending the preschool
- Accepted and respected by the community members
- Good record of child care and interaction
- Willing to serve the community on voluntary terms
- Able to read
- Basic education
- Married (included in some countries because married teachers are more likely to stay in the community, whereas unmarried young women tend to go to other villages as soon as they are married)
- Your ideas:

    _____

    _____

    _____

Step 2: Identify potential ECCD facilitators

Using these guidelines, begin the process of identifying potential ECCD facilitators by sharing information during community meetings and by going door to door in the community.

Step 3: Interview the candidates

Organize interviews to select the most suitable individuals. Because selecting ECCD facilitators is a critical step, a person with technical ECCD knowledge should participate in the interview process.

Step 4: Appoint the ECCD facilitators and agree on terms of service

Meet with the successful candidates and agree on the terms of service. This should be followed with appointment letters to the successful ECCD facilitators. A copy of each letter should be kept on file by the PMC and government.

Compensating ECCD facilitators

In most countries, ECCD facilitators receive a monthly or quarterly stipend, and in some cases, non-monetary benefits (e.g., training, bicycles, umbrellas, T-shirts). In Pakistan and Bhutan, teaching salaries are fixed. On rare occasions, ECCD facilitators receive only in-kind contributions from the community, such as rice or vegetables, in lieu of a stipend. In Afghanistan, ECCD facilitators are mostly true volunteers who do not receive any stipend.

It is important for you to consider how you can compensate ECCD facilitators for their work over the long term. This may involve a long-term advocacy strategy with the government to remunerate ECCD facilitators in the same way as they remunerate basic education teachers.

Supervising ECCD facilitators

While training of facilitators is critical, research shows that adults learn best from ongoing coaching, mentoring, and refresher trainings. Supervisors are qualified individuals who support, supervise, and mentor ECCD facilitators. They may be from the government (e.g., Uganda), Save the Children (e.g., Bolivia and Afghanistan), a local partner organization (e.g., Nepal), or the local school (e.g., Ethiopia). Working with government staff allows for capacity building and long-term sustainability, but is not always possible.

The background of the supervisors will depend on the workload, resources, and intensity of the supervision/mentoring. In Afghanistan, supervisors are literate and supervise five facilitators each. In Zambia and Malawi, they have either a diploma or a degree, and supervise 15–30 ECCD facilitators by providing training and observing classroom practices. In Pakistan, supervisors have a Master's degree and supervise one or two facilitators. Facilitators can reach supervisors by phone in most countries, but it is through in-person visits that supervisors can offer direct support and feedback to facilitators.

The qualifications of the supervisors for your program will depend on your context, and will need to be greater than the qualifications of the ECCD facilitators. In general, mentoring can be more intensive in the first year or two, and then be reduced as facilitators become more confident. This may translate into a tiered approach to supervision, where new preschools and ECCD facilitators receive more regular visits than more established ones.

Selecting your supervisors

The following questions may help you define your selection of supervisors:

- What qualifications will be required of supervisors?

  _____

- How many ECCD facilitators will they oversee?

  _____

- What kind of supervision and support will they provide?

  _____

- How often will they come to the preschool?

  _____

- If the ECCD facilitators need support, how can they reach the supervisors?

  _____

- If they are part of a government system, how do they link to the system?

  _____

In Ethiopia, supervisors aim to visit preschools every month. After each visit, they provide ECCD facilitators with feedback on their strengths, concrete suggestions for how the facilitator can improve, and a plan for improving specific skills and building capacity.

A number of countries have developed an observation checklist to help supervisors assess the teaching and learning environment. You will find a sample Observation Checklist from Save the Children Bhutan n the Preschool Package Library, which includes a plan of action that can be developed by the facilitator and supervisor. It gives facilitators clear directions on what to work on, and supervisors have a reminder of what to check on during the next visit.

2.6 SETTING UP THE CLASSROOM ENVIRONMENT

What does the physical environment of a preschool look like? Most importantly, it should be a safe and inviting space for children to play, learn, and grow in. The following sections provide more explanation and guidance based on Save the Children's global experience. They describe the preschool learning environment, learning stations, and the materials needed. A sample classroom layout is also provided.

Characteristics of the preschool learning environment

Children will need to be able to move around the room freely while also having assigned stations for engaged play. They will need places to be involved in "playful learning" individually, with a few other children, or as a whole group. They will need to find their own belongings and toys and other materials for them to use. Adults will need a place for their belongings too, and a place to store records and other materials.

All areas should be open and viewable by adults. Teachers should be able to see children in all areas of the room. Even temporary preschools that need to be "taken down" after each class can still offer a child-friendly learning environment by using a well-designed daily schedule and organizing the space for small group learning and independent play. Overall, the preschool's physical environment should be safe, bright, and welcoming to children, their families, and the community.

Learning stations

We recommend using learning stations for the preschool age group instead of a classroom set-up, where materials and toys are either placed all together or stored away from the children. Learning stations allow children to move around the room, providing structure for exploring different activities throughout the day. Another benefit of learning stations is that materials that are used together can be kept together for easy access and storage. For example, all of the reading materials can be kept together in a reading station, and all of the science materials can be kept together in a science station.

The particular kinds of learning stations that you set up will depend on the curriculum and the activities you have planned as well as the materials you have available. For ideas about how to train ECCD teachers to set up and manage learning stations, see the Facilitators' Guide to Training on the Classroom Environment in the Preschool Package Library.

THE TABLE BELOW OFFERS SOME SUGGESTIONS, WITH SPACE FOR YOU TO WRITE YOUR OWN IDEAS.

Learning station	Sample materials	Your ideas
Reading station	Set up a bookshelf and a mat and cushions on the floor. Place homemade and purchased books on the shelves and include props to accompany the books (e.g., laminated images from the book, puppets).	
Science station	Water or sand table, plants, seeds, and what else?	
Math station	Beans for counting, items to sort, puzzles, and what else?	
Building station	A variety of colored blocks of different sizes and shapes. What else?	
Art station	Painting and drawing supplies, homemade play dough, leaves and old paper for collage, and what else?	
Music station	Homemade and purchased instruments, and what else?	
Pretend play station	Set up the pretend play area as a shop, clinic, kitchen, or school! What else?	
What other learning stations can you think of?		

Sample classroom layout

This is a sample classroom layout from Indonesia. Although the learning stations aren't labeled in English, you can see how the concept works. This classroom layout provides a balance of space according to each intended purpose. For example, the noisier stations, such as blocks and role play, are together and separated from the quieter spaces, such as literacy and math. There are also various spaces for gathering children in large and small groups.

If your classroom is very small, the Indonesian team suggests rolling out natural mats each day during large group time. You can engage the children's help each day to roll the mats out and set up baskets as learning stations for exploration.

Learning stations are sometimes called "learning corners," but don't get confused – they don't have to be located in the actual corners of a room and there are often more than four!

For another visual example of how a preschool classroom might be arranged, see the Kindergarten Physical Environment Poster in the Preschool Package Library, developed in Jordan. The poster was printed and distributed to all kindergarten classrooms as a reference for teachers when arranging their classrooms.

Setting up the preschool's physical environment

Here are the basic things that any preschool's physical environment must include. Remember, even a small area without a lot of furnishings can become a great place for young children to spend their days, if you arrange it carefully.

- A place where children may hang up or store their outer clothing and other personal belongings. If possible, this should be an individual hook, box, or other space labeled with the child's name and photo, if available.
- A space large enough for the whole group to gather together for the morning meeting, communication and literacy time, and other whole-group activities. (Reminder: you do not need chairs as long as the floor is covered with clean mats or other covering.)
- Spaces for each of the learning stations. These can be in four or more separate areas in the room. You might use colored mats to set out the materials for each station, or low tables if you have them. Each station should be far enough away from the others that children can concentrate on what they are doing in their small groups. They can be out from the wall as well, and do not have to be in the actual corners of the room.

- Storage for materials used in each learning station. These might be plastic boxes, tin trunks, low shelves, or all of these. Remember, you will not put out all of the materials for every learning station every day. You also do not need to put out something new every day. Just be sure the materials are arranged attractively and that there are enough to allow all to participate (within the number of children allowed in that area).
- Storage for other materials, such as activity cards needed for facilitator-led literacy activities. These can be stored in boxes on higher shelves.
- Safe and confidential storage for children's records, folders or portfolios, and so on.
- Display areas for children's work, such as drawings and early writings. These should be displayed low enough that children can look at them and touch their own work.
- Display areas for literacy or print-rich materials such as letters and numbers, and pictures of people and traditions in the children's own community.
- A place to hang an attendance chart that the children can reach and interact with daily.
- Toilet/latrine and hand-washing facilities.
- Safe drinking water that is accessible to children.
- A place for children to eat a snack. Children may eat sitting on the floor if it is covered with clean mat or other covering.
- A place for families to get information about the program.
- A safe outdoor space that is protected from the road and has no hazards such as cement fall zones, protruding parts, or splinters. If possible, the space should include areas for fun with nature, such as objects to step on, bush to hide in, or a growing garden to nurture and tend.

Source: Adapted from The Curriculum Implementation Guide, Save the Children Bhutan and Papua New Guinea.

Materials

Equipping the classroom with diverse developmentally appropriate materials is one of the keys to providing a rich learning environment. Materials will differ from context to context based on availability and resources, but remember that simple and readily available materials can be make teaching aids that are just as helpful as more expensive ones.

In the Preschool Package Library, you will find Suggested Materials to help you equip the classroom appropriately for programs serving three- to six-year-old children. Most of the equipment and materials listed can be made by facilitators, parents, or other community members; other materials, such as pebbles or nuts for math activities, can be found in the community and stored in jars at the preschool. In fact, we strongly recommend engaging the community in developing toys and other learning materials using locally available resources. These might include natural items (leaves, sticks, rocks, shells, sand, seeds, bamboo containers, etc.) as well as "junk" or used items (empty plastic bottles, jars and cans, bottle caps, flip flops, empty egg cartons, etc.).

The Guide for Creating Local Materials gives step-by-step instructions for leading a toy-making workshop, with many pictures and examples. This is a selection from the longer ECCD Trainer's Guide from Fiji, which provides more examples of locally developed materials, as well as a chapter on Learning through Play. In the package of documents from Bolivia (in Spanish) on Toy Use Guidance by Age, there is an example of how locally developed toys can be used with different age groups.

As you select your materials, remember that all preschools need to have storybooks in order to build literacy and a love for reading. You can either make or order children's books. Aim to build a library of 25 storybooks – the more the better!

How to select good books for kids

Choose books in which:

- Pictures take up at least half the page
- Writing takes up no more than half the page
- Some new words, unknown to most, are included
- Stories vary (e.g., animals, people, places, fantasy)
- Stories have an engaging plot
- Stories have character development
- Stories have mystery, surprise, and obstacles that arouse emotions and thought

Materials and equipment: A checklist

Here is a checklist to help you make decisions about materials and equipment. Materials and equipment should:

- Encourage child development – Does each material or piece of equipment help children make progress in different domains of development and learning? For example, blocks can help children learn concepts of size, weight, and balance, and block play also helps children learn to work together and use their creative imaginations. Some purchased toys do only one thing, are expensive, and don't keep children interested after they have played with them a few times.

- Be versatile – Can the same materials be used in different ways by children of different ages and abilities? For example, a stack of cards with numerals on them (and the corresponding number of dots on the other side) can be used by younger children for easy matching activities. Older children can add or subtract numbers, or play other number games, with the facilitator's help as needed.

- Be durable – Are the materials (with the exception of things like paper) sturdy and long-lasting? For example, small cars and trucks should be made well, so that wheels do not fall off when children play with them. If they will wear out in a year or two, will the community be able to replace them?

- Be culturally relevant – Do the materials reflect the local culture and language? For example, quality ECCD programs should have pictures, books, and pretend-play objects that represent the people, cultural traditions, and everyday custom of the context.

- Be low in cost – Are the materials low-cost, or can they be made or found locally? This not only saves money but the materials will often be more culturally appropriate and interesting to children, because they are made by their parents or others in the community. In Bangladesh, families with children in preschools connected to garment factories wove baskets out of free scrap materials.

- Be safe – Are the materials and equipment safe for young children? For example, if the community decides to build a climbing structure for outdoor play, it should be checked for safety (soft landings in fall zones, no protruding parts that could injure, always maintained, etc.). Also, some toys that are appropriate for one age group may be unsafe for another; for example, small pieces may be fine for three- to six-year-olds, but a choking hazard for younger children.

Source: Adapted from The Curriculum Implementation Guide, Save the Children Bhutan and Papua New Guinea.

Setting up your preschool and the learning environment with the developmentally appropriate and versatile materials organized in learning stations, and selecting and supporting your ECCD facilitators over time, are critical steps to getting your preschool started. Once you have completed these tasks, you are ready to introduce the curriculum.

3. Developing Your Basic Preschool Curriculum

Once you have conducted your situation analysis, mobilized the community, set up the preschool, and hired your ECCD facilitators, it's time to focus on teaching and learning. This chapter will provide you with the knowledge and tools you need to develop your preschool curriculum. Developing the basic curriculum for your preschool will involve understanding how children learn, designing your curriculum, establishing daily routines, and selecting preschool activities.
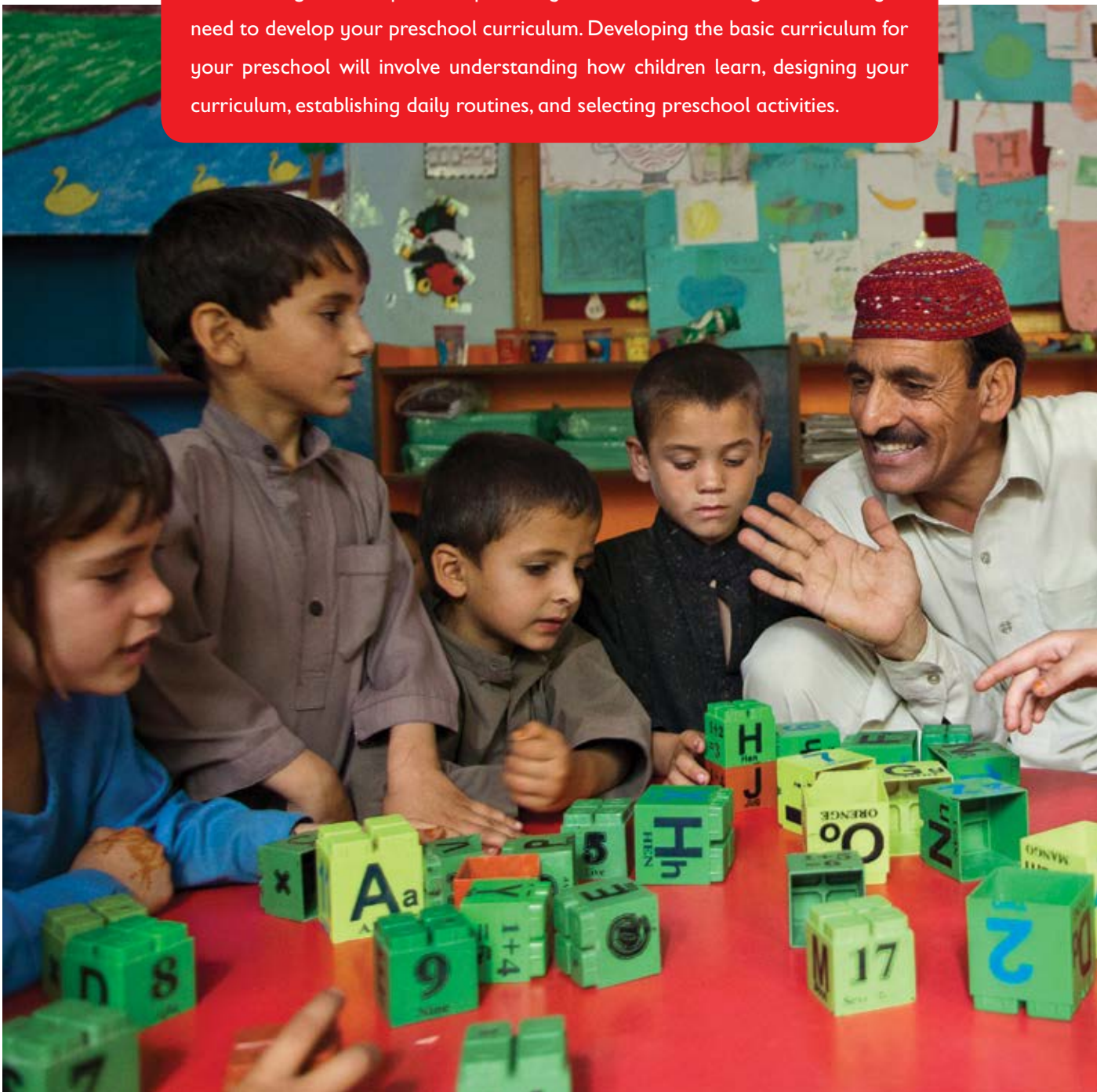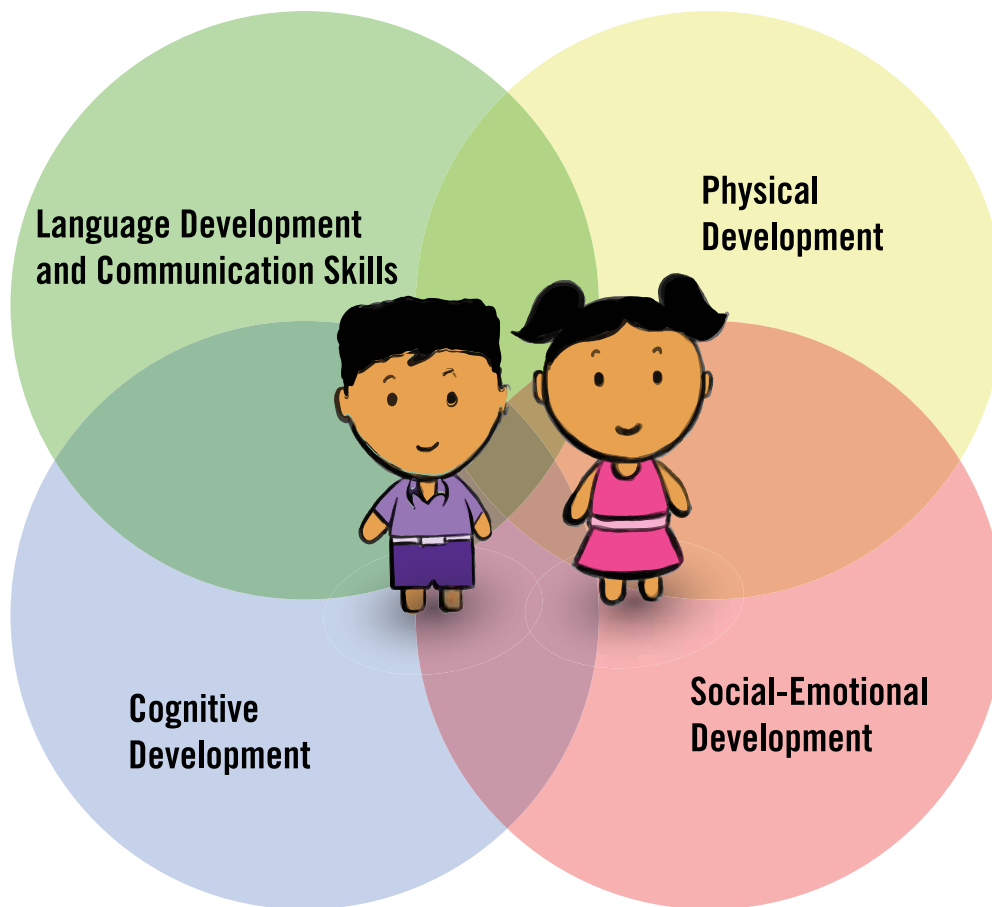
Children's experiences and activities in preschool must help them to develop in all domains through play-based learning. Play is children's work. Advances in neuroscience have shown that play promotes learning and healthy brain development[2], and the United Nations Convention on the Rights of the Child calls play a right for children.

Sitting still in a large group or copying letters for a long stretch of time under the instruction of an ECCD facilitator limits a child's learning. However, when children in the pretend play learning area are acting as a doctor, nurse, and parents with a sick baby, they may be developing the ability to talk about the symptoms (language), take the baby's temperature (math), figure out what tests and follow-up visits to propose (problem solving), write a prescription (language and physical/fine motor), and show kindness and appreciation (social-emotional). Play-based learning can allow children to develop a holistic foundation of knowledge and skills.

---

[2] Ginsburg, K.R. (2007). The importance of play in promoting healthy child development and maintaining strong parent-child bonds. Pediatrics, 119:1, p. 83.

Play-based learning can also be used to break down stereotypes by having the father hold the baby, and encouraging both female and male doctors and nurses. Stereotypes can limit children's aspirations (e.g., if girls believe they cannot become doctors), whereas providing equal opportunities can broaden their beliefs and goals.

For optimal learning and development, the ECCD facilitator must participate in whatever the children are doing and stimulate them to think and make their play more complex. The facilitator can take on a secondary role (e.g., by becoming a nurse) to introduce new vocabulary, like appointments, medicine, and vaccines, and make the play more complex by saying, "Here is a thermometer, doctor, to take the baby's temperature" or "What kind of medicine will you be prescribing for the baby?" or "When should the parents come back for another appointment?"

3.2 DESIGNING YOUR CURRICULUM

Your preschool curriculum is the plan that your ECCD facilitators will follow to encourage children to learn and develop. It includes learning goals, the ECCD facilitators' training plan, activities, themes, and routines, and the daily, weekly and monthly schedule.

The design of the curriculum should be based on your preschool's learning goals, which in turn should take into account the children's needs, the context, the capacity of your ECCD facilitators, and local standards set by the government. Most ECCD programs will aim to contribute to all domains of learning, but may place greater emphasis on certain skills and domains. For example, preschools that seek to increase school readiness and learning outcomes set aside time for early literacy and math skills. In an emergency context, you may design a curriculum that aims to foster a sense of safety and routines, and requires fewer resources and little training; many post-emergency contexts dedicate time every week for arts-based psychosocial support activities (see HEART section). ECCD programs that promote the inclusion of children with disabilities provide teachers and families with additional training, resources, services, and support. Your preschool curriculum should also be culturally relevant. For example, Bhutan included an additional spiritual, moral, and cultural early learning domain to reflect the country's national values, and designed related activities for the curriculum.

We have included an example of the ECCD curriculum used in Bhutan that you can modify to suit your needs. The curriculum consists of a Foundational ECCD Facilitator Training Guide, a Curriculum Implementation Guide, a Weekly Schedule, and Themes (Preschool Package Library). The Early Literacy and Math activity cards (ELM Toolkit, Preschool Package Library) contains over 100 play-based activities for early literacy, early math, science, art, music, movement, science, and pretend play.

How to ensure that your curriculum is culturally relevant

- Select the themes and activities with community members and/or the preschool management committee every quarter, and make cultural adaptations.
- Include local stories, songs, animals, and plants.
- Include activities related to community festivals and religious celebrations.
- Ensure that the kind of activities that children engage in prepare them for roles and activities in their society.
- Ensure that the facilitator (or assistant) speaks the children's mother tongue and that teaching is in the children's mother tongue.
- Your ideas:

  _____

  _____

  _____

Source: Adapted from The Curriculum Implementation Guide, Save the Children Bhutan and Papua New Guinea.

3.3 Creating a Daily Routine

Establishing a predictable routine for each day is an important part of building an effective curriculum. A routine blocks time off in an orderly way. It ensures that each day, children's activities involve a mix of teacher-directed and child-directed activities, quiet and active play, indoor and outdoor play, and activities that support all developmental domains. A predictable routine also helps children feel safer and more secure because they can count on the regularity and reliability of their time in preschool.

We have provided a sample routine from Nepal, below. You can follow the general scheduling guidelines box to modify the routine and develop your own. As you design your daily routine, be sure to allocate an hour each day when children can play in learning areas of their choice. Each ECCD facilitator can write up a daily schedule and post it on the wall for the children and parents to see.

SAMPLE DAILY ROUTINE, SAVE THE CHILDREN NEPAL

Time	Minutes	Activities
9:45–10:15	30 minutes	Arrival of Children Preparation done by facilitators
10:15–10:20	5 minutes	Hand-washing before entering the classroom
10:20–10:45	25 minutes	Morning circle time Prayer Welcome song and greeting our friends Attendance National anthem Yesterday's activities and today's activities Question of the day Meditation
10:45–11:45	60 minutes	Learning area/station time Let the children play in learning area as per their wish Facilitator plays with children to stimulate language and cognitive development
11:45–12:15	30 minutes	Outdoor play activities After outdoor play, facilitator has children wash their hands and enter the classroom
12:15–12:35	20 minutes	Story time
12:35–13:00	25 minutes	ELM activity in 2–3 small groups Create small groups by age and give them an ELM activity to do
13:00–13:30	30 minutes	Handwashing and tiffin time Before tiffin time, facilitator has children wash their hands with soap
13:30–14:00	30 minutes	NAP time for young children and puzzle or reading time for older children
14:00–14:05	5 minutes	Wrap-up time Review of the day Bye-bye song

General scheduling guidelines

- Make sure routines are predictable, happening in the same (predictable) order every day!
- Start and end the day with a gathering time with the whole group.
- Plan for group times and then make individual accommodations to meet the needs of each child.
- Children should sit in the circle for short durations. Younger preschoolers especially have a very hard time sitting in a whole group for a long time, even if the activities are interesting.
- Balance activities among chunks of time that provide active and quiet activities, large and small group gatherings, indoor and outdoor play, and child-directed and teacher-directed activities (in small groups).
- Allow children at least an hour of child-chosen play at their learning areas – it takes time for them to explore and learn through play.
- It is best for children to sit at tables only when they are doing art, games, or things that need a table for work. All of the children should never be at tables at the same time. Expecting children to sit too long can cause behavior problems.
- Offer flexibility in the amount of time needed for each part of the day. On some days, children will need more time outside or to explore a local festival. It is fine to occasionally modify the lengths of activities.

You may choose to modify the schedule for the first two to three weeks of preschool to help children feel more welcome as they transition from being at home to attending a group learning environment. The day can be shortened to two hours and/or the children can come on alternate days to allow for smaller group interactions. The shortened schedule should be simple and predictable, and the ECCD facilitator should make sure to walk the children through it every morning. To further ease children's transition into preschool, encourage the ECCD facilitators to have a meeting with parents before the preschool opens, to discuss the curriculum, daily schedule and transition plan; gather their ideas on how to help the children feel welcome; and invite them to stay with the children during the first few weeks.

3.4 Selecting Preschool Activities

The activities in your preschool should consist of routine activities, facilitator-planned activities, and child-chosen play. Routine activities include circle time, hand washing, tidying up, outdoor play, or snack time. Facilitator-planned activities are activities selected and directed by the ECCD facilitators. They may involve reading a story, acting out a song, making patterns together, or leading children in a game. During child-chosen play, children are free to play at a learning station of their choice (see the Learning Stations section) and the ECCD facilitator should move from one learning station to the next to engage with the children in turn. You can familiarize the ECCD facilitators with these three types of activities during their basic training course.

How do you know if an activity is good for young children?

An activity is good for young children if it:

- Lets children learn through play and be physically or mentally engaged
- Is culturally relevant: it is familiar to children in this community and supports cultural and community values
- Can be used (maybe with some adaptations) by younger and older children, and by children whose development is more or less advanced, including children who have disabilities
- Can be done at little or no cost
- Is realistic for an ECCD facilitator to implement, even if he or she does not have a lot of experience and training

Guide ECCD facilitators to select a mixture of activities over the course of the week that will support all developmental domains and help children become more creative, inquisitive, and persistent. The ELM activity cards (see ELM Toolkit in the Preschool Package Library) contain facilitator-planned activities that can then be placed in the learning areas for child-led exploration. The Foundational ECCD Facilitator Training Guide offers an example of how to familiarize ECCD facilitators with the ELM activity cards and help them plan activities for the week.

The weekly selection of activities

The weekly selection of activities should provide opportunities for children to develop and practice newly acquired skills across all developmental domains. Here are some ideas.

Activities for physical development:
- Playing with balls and blocks, dancing to music, drawing, outdoor play
- Music, movement, and art activities in the ELM activity cards (ELM Toolkit in the Preschool Package Library)
- Your ideas:

_____

_____

_____

Activities for social-emotional development:
- "Circle time" to promote listening, sharing and cooperation
- Activities in the ELM activity cards that encourage talking and listening and a sense of identity (e.g., arts and music) (ELM Toolkit in the Preschool Package Library)
- Your ideas:

_____

_____

_____

Activities for language, literacy, and communication development:

- Reading, talking and listening, learning the alphabet, learning about print, learning about words and sounds
- Early literacy activities in the ELM activity cards (ELM Toolkit in the Preschool Package Library)
- Your ideas:

————————————————————————————————————

————————————————————————————————————

————————————————————————————————————

Activities for early numeracy and problem-solving development:

- Counting, sorting, and measuring objects; organizing shapes; creating patterns
- Early math, science, and arts activities in the ELM activity cards (ELM Toolkit in the Preschool Package Library)
- Your ideas:

————————————————————————————————————

————————————————————————————————————

————————————————————————————————————

Activities for executive function development:

- Activities promoting memory, self-control, and mental flexibility
- Simon Says, memory games, and pretend play activities in the ELM activity cards (ELM Toolkit in the Preschool Package Library)
- Your ideas:

————————————————————————————————————

————————————————————————————————————

————————————————————————————————————

SAMPLE ACTIVITY FOR PHYSICAL DEVELOPMENT FROM THE ELM TOOLKIT

A6

FREEZE

Description: Children dance to music and freeze their bodies in a certain pose when the music stops.

STANDARD	1.1 Children are able to demonstrate coordination of large muscles/ whole body 4.5 Children are able to demonstrate task persistence and attentiveness.
FORMAT	Small or large group
MATERIALS	Musical instrument, list of body motions (see levels below)
ACTIVITY	1. Say, "We are going to play a game called Freeze. I will play some music and when I stop, you need to freeze in this position." Demonstrate the position. 2. Play the instrument as children dance for a minute or so. Then stop the music and say "Freeze!" The children have to freeze to the previously indicated position. 3. Say, "Great job! You did really well!" 4. Say, "Now next time the music stops, you need to freeze like this [except for less advanced learners]". Demonstrate another position from the list below. 5. Play the instrument again for another minute or two, and then stop the music. The students should immediately pause in the new position. 6. Comment on how "frozen" the children are. 7. Repeat with new positions.
NOTES	1. You can use other instruments. 2. You can play this game outside.

PROBLEM SOLVING THROUGH STORYTELLING AND DRAMA

Description: The teacher creates the first half of a story about an animal that has a problem and then the children create a solution to the problem and finish the story.

AGE	4 – 8
MATERIALS	Can be done without any materials or with many materials
PRIMARY SKILL	Problem Solving
SECONDARY SKILLS	Executive function, communication
INSTRUCTIONS	1. The teacher tells the children half of a story about an animal that has a problem. An example is a rabbit that moves to a new town and must go to a new school where she doesn't know anyone. The rabbit is scared to go to the new school and concerned that the other animals won't like her. On her first day of school, her parents walk her to the school and she meets her new teacher and she sees lots of other young animals playing on the playground, but she is too shy to join them and she tells her parents she wants to go home. 2. The teacher then asks the children to think about what can happen next, how the problem of the rabbit (being too shy to meet the new animals at school) can be solved. The teacher leads the children through this discussion, asking the children to think of what the rabbit can do, what her parents can do, what her teacher can do, and what the other young animals on the playground can do (leading them to see many solutions to a single problem). 3. The children agree on one solution (or a combination of solutions) to the story (the teacher leads this process). 3. The teacher then assigns the children to play specific roles in the story (each child plays one character in the story) and the teacher retells the story from start to finish while the children act it out.
EXTENSIONS AND VARIATIONS	1. The teacher can create different stories for the children to design the ending to, addressing different problems. 2. After the teacher tells the children the first half of the story, he/she can have the children draw a picture of their solution to the problem. 3. The teacher can facilitate a process through which the children create costumes to use during their performance of the story.

L6

BUILDING NAMES WITH FRIENDS

Description: Children assemble their names in pairs

STANDARD	3.2. Children are able to demonstrate understanding of phonetics and non-verbal cues 3.4 Children are able to demonstrate interest and ability in writing
FORMAT	Pairs
MATERIALS	**Strips with children's names written on them** Preparation: Make two name strips for each child, one that is cut and one that is uncut (you can use some of the ones in activity L5 Name Puzzle). Cut one of these up depending on the level. • Less advanced: Cut the strip so that the letters are grouped, rather than individual. For example: "K" and "arma" so you can talk about the first letter. • Mid-range: Make a strip with both children's names and cut them into different groupings (example: "Kar", "ma", "Lha", "mo"). • Advanced: Cut out each letter individually (example: "K-a-r-m-a").
ACTIVITY	1. Say, "We are going to play a game in pairs. You will each get some letters and you need to construct your name out of these letter." 2. Pair children together so that they sit next to each other. 3. Place the uncut strip in front of the child with his or her name face up. 4. Place the cut strips of letters face down in front of the children. 5. Help the children turn one piece of paper face up. 6. Have them turn over the pieces (some children will be able to take turns; some will be learning this skill) and help each other build their names 7. Go around the classroom and praise the children. 8. You two are working so hard to find all the letters! 9. You are really helping your friend make her name 10. Put the name puzzles in the literacy learning station for the children to try during learning station time.

SAMPLE ACTIVITY FOR COGNITIVE DEVELOPMENT FROM THE ELM TOOLKIT

M7

FILL IT!

Description: Children fill a container using a smaller container to learn about measurement and volume.

STANDARD	5.5 Children are able to demonstrate knowledge of capacity (volume), weight and length, time
FORMAT	Small Group
MATERIALS	**A ladle, spoons, a cup, a bowl, a bucket of water**
ACTIVITY	1. Say, "We are going to play a game called Fill It! We are going to see how long it takes to fill different containers." 2. First, gather a spoon, a cup, and a bucket of water and ask the children "Which can hold more water: a spoon or a cup?" They will answer that a cup can hold more water. 3. Say, "Let's see how many ladles of water it takes to fill the cup." Let the children take turns dipping the spoon into the bucket and pouring the water into the cup. Make a tally on the board of the ladles and count them at the end. 4. After filling the cup, thank all of the children for helping and ask, "Which can hold more water: a cup or a bowl?" and hold up the cup and the bowl. They will answer that a bowl can hold more water. 5. Say, "Let's see how many cups of water it takes to fill the bowl." Let the children take turns dipping the cup into the bucket and pouring the water into the bowl. Help the children count the number of cups. Make a tally on the board of the ladles and count them at the end. 6. Repeat this again, using different combinations of the containers. 7. Put the materials in the math learning station for the children to try independently during learning station time.
NOTES	• You can make a chart that notes how many spoonfuls it takes to fill: a cup, a bowl, and the bucket. Then how many cups it takes to fill: a bowl, a bucket, and so on. • Instead of water, use sand, dirt, seeds, rice grains (uncooked) or some other material. • Children can also do this on their own once they have learned how with the facilitator's help.

4. TRAINING ECCD FACILITATORS

This chapter provides an overview for preschool program managers of foundational and advanced training kits that Save the Children has used to enhance teaching practices in preschools and improve child development outcomes. The foundational training can be used to train ECCD facilitators or improve an existing foundational training curriculum. Advanced packages should be used once your ECCD facilitators have received a foundational training, have at least one year of teaching experience, and are familiar with your curriculum and its goals and activities. The enhancement toolkits are a way to deepen and strengthen the focus and practice in particular areas, such as early literacy and math or socio-emotional well-being.

Inclusive preschools

Save the Children's inclusive education handbook, Inclusive Education: What, Why and How (Preschool Package Library) provides guidance on ensuring that children with disabilities are included in education programs. The Special Needs Action Pack (Preschool Package Library) includes key guidance on general teaching strategies to improve learning for all children, considerations for identifying possible external causes for a child's difficulties and information on how to support children based on particular needs. Both resources can be used to enhance the packages described below.

4.1 FOUNDATIONAL TRAINING FOR ECCD FACILITATORS

Save the Children's country offices have developed a number of ECCD facilitator training packages. These are sometimes government training packages that Save the Children has enhanced (e.g., Nepal), or they may be Save the Children's own training packages, which governments then consider adopting (e.g., Afghanistan and Bhutan). The following section can be used to strengthen the teaching and learning practices in preschool programs.

We have provided a generic Foundational ECCD Facilitator Training Guide (Preschool Package Library) that was used in Bhutan. This 10-day training can be undertaken by a master trainer in one session, or split into shorter sessions, such as two five-day training sessions. Shorter training sessions allow facilitators to build their skills over time and are particularly beneficial for new facilitators, but they are also more costly if the facilitators are geographically spread out.

The Foundational Training (Preschool Package Library) that Save the Children Afghanistan has provided consists of four phases of training over the course of a year and promotes holistic child development. It is visually based so that non-readers, both adults and children, can schedule and read what activities occur throughout the day.

The Teacher Training Guide from Save the Children Malawi (Preschool Package Library) provides an additional example.

Desired outcomes of foundational training for ECCD facilitators

- Facilitators demonstrate a basic understanding of and commitment to ECCD.
- Facilitators are able to implement well-organized group programs for children aged 3 to 6 years using developmentally appropriate activities, materials, and interactions with children.
- Facilitators create partnerships with children's families to support the preschool and learning at home.
- Facilitators contribute to children's overall health, safety, and nutrition.
- Facilitators support the equitable participation of girls and boys, and of children who have varying characteristics.
- Facilitators are able to assess their own knowledge, skills, and attitudes and make a commitment to continue to improve as ECCD facilitators.

Source: Adapted from The Foundational ECCD Facilitator Training Guide, Save the Children Bhutan.

Much research shows that one-time training, even if the training quality is good, is unlikely to produce sustainable outcomes in teaching and learning practices in the classroom. Any basic training of ECCD facilitators should therefore be followed by refresher sessions. These will include practical problem-solving discussions about the challenges new facilitators have been facing as they implement the basic course, and new training modules to give facilitators additional knowledge and practice in certain areas. Depending on a needs assessment and program observations, these follow-up sessions could include specific topics, such as meeting the needs of all children in a mixed-age group, early literacy and math, and so on.

Research also emphasizes that regular on-the-job coaching (also called mentoring) produces greater improvements in facilitators' skills than training alone. Supportive coaches establish partnerships with facilitators in which they observe and discuss what happens in the program, identify areas that need attention, and work together to plan improvements.

You can strengthen the quality of your ECCD training by using participatory and hands-on training methods that allow participants to practice every step through simulations. In addition, the training should include direct exposure to children in real classrooms. Using diverse approaches, including speaking, writing, drawing, demonstrating, role-playing, and making materials, will allow for a more stimulating learning experience. Throughout the training, be sure to show respect for participants as adults who have rich experiences and ideas to contribute.

Source: Adapted from The Foundational ECCD Facilitator Training Guide, Save the Children Bhutan.

TRAINING CONTENT: KEY MESSAGES FOR TRAINERS TO EMPHASIZE WITH PARTICIPANTS

Each day of the 10-day ECCD Training focuses on different topics. However, a few important points must be emphasized from beginning to end of the training, across all sessions and across most of the training activities:

- Facilitators need to understand and apply child development knowledge. To support children's development and to help children be prepared to enter pre-primary education, ECCD facilitators need a practical understanding of child development and of appropriate goals for children. Trainers can help facilitators apply child development information as they plan their new ECCD program and think about the children's needs and characteristics.

- Each activity and each part of the day should contribute to children's learning and development. Trainers can help facilitators think about everything they do in light of how it may help each child learn and develop well.

- Young children's learning should be playful, joyful, and physically and mentally active. Play and activity are the ways that children learn.

- Young children learn best when they have positive, secure relationships with adults. In every activity and at all times of the day, facilitators should create warm relationships with each child. Trainers can help facilitators think about how they will get to know each child and family and how they can show each child that he or she is loved and appreciated.

- Young children learn best and when they have enough time to repeat and practice the skills that they are developing. Sometimes facilitators may think they need to provide different activities and materials every day. Trainers can help facilitators understand that it's important to keep things interesting, but that it's also valuable to have many of the same materials and activities available over time. Examples are the use of the same learning stations every day, but with the introduction of some new materials and play suggestions connected with the changing themes in the curriculum.

- Facilitators should be actively involved with children most of the time. This includes talking with children, sitting with them, participating in their activities, acknowledging who they are and what they are doing, and sharing the facilitator's own ideas and experiences. Trainers should model this kind of involvement and help facilitators practice it.

- Facilitators should plan the ECCD program to reflect core values of equity and peaceful cooperation. For example, boys and girls should participate equally and have their learning equally supported. Children who are of different ages or levels of development, including those who may have disabilities, should be welcomed and respected. Instead of punishing children for misbehavior, facilitators should prevent negative behavior and teach peaceful alternatives.

- Facilitators should welcome and involve children's families in many ways. These may include inviting a parent to share a special talent with the children, having a rotation of mothers help in the program, or showing appreciation of how special this parent's child is. Trainers can help facilitators think about family involvement and support, not just during the sessions about families but in other parts of the training as well.

- Cultural traditions and values should be a central part of the ECCD program. This includes not just special activities but the way the facilitator relates to the children and the way she or he encourages the children to care for one another. Trainers can include discussions about this during many parts of the training.

Source: Adapted from The Foundational ECCD Facilitator Training Guide, Save the Children Bhutan.

Facilitators' relationships, words, and actions

The most important part of a good preschool is the quality of the relationships and interactions that facilitators have with children. Toys and activities are important, but relationships are even more important!

Every day, ECCD facilitators should…

…Pay attention to each child by:

- Watching to make sure that each child is actively involved in the program, in her or his own way
- Noticing how individual children seem to be feeling
- Listening to what children have to say and trying to look at things through their eyes (How would you feel if you were four years old?)

…Support learning by:

- Using every opportunity to talk with children, using rich language to stimulate their language and thinking skills
- Encouraging children to actively explore and play with the materials and things in the environment in your preschool
- Giving children opportunities to practice new skills and explore new ideas while they are playing
- Facilitating cooperative play, turn-taking, and positive social behaviors in the preschool classroom

…Encourage a positive learning environment by:

- Helping children learn to behave appropriately by directing their attention to the learning activities and keeping them engaged
- Telling children what to do (not just what not to do)
- Helping children to show other children that they care about them and will help them
- Calling children by their names and pointing out how hard they are working

Source: Adapted from The Curriculum Implementation Guide, Save the Children Bhutan and Papua New Guinea.

4.2 Early Literacy and Math Toolkit

Overview

Research on literacy and math development suggests that the foundational literacy and math skills that young children develop in the early childhood years support the development of more complex reading and math competencies in early primary grades and beyond (Mullis, Martin, Kennedy & Foy, 2007). Most importantly, mastery of emergent literacy and mathematics skills is not optional – it is essential to children succeeding in primary school and an even greater predictor of school outcomes than interventions in early primary grades. The Early Literacy and Math (ELM) Toolkit will help you immerse young children in mathematics and literacy through meaningful interactions with caregivers and ECCD facilitators to strengthen their foundational literacy and math skills and prepare them for school.

What is early literacy?

Literacy acquisition, the process of becoming a reader, begins in the earliest stages of a child's life. This period when children are not yet reading and writing but are acquiring foundational skills and tools they need in order to read and write is called emergent or early literacy. This includes such aspects as oral language, vocabulary development, sounds of the world around them, early phonological awareness, and knowing that print can carry meaning, among many others.

The roots of literacy (and math) begin in early childhood, as early as birth. The support we give to children in these early years is just as important as how we support them in primary school, the ultimate goal being skilled reading.

| Caregiver Literacy | Child's Birth to 1 Year | 2 – 3 Years | 4 – 5 Years | Primary school instruction towards becoming... | ...a Skilled Lifelong Reader! |

This first critical stage, early or emergent literacy, begins at birth and ends at the stage at which a child begins to read or decode with some fluency. Young learners — even as young as one- and two-year-olds — are already acquiring the skills and tools necessary for reading[5]. Without strong foundational skills for early literacy, children will have a much harder time developing the more complex core reading skills, and are thus at a risk of school failure and dropping out. Emergent literacy develops in a multidimensional way, in schools as well as in the home. Save the Children highlights five critical emergent literacy skills:

- Oral language: Children's ability to understand and use language through listening, speaking and acquiring new vocabulary
- Phonological awareness: Children's ability to discriminate and manipulate sounds of language and to understand that sounds (and letters) are combined to make words
- Alphabet knowledge: Children's ability to identify the shapes and names of letters in an alphabet
- Print awareness: Children's understanding of the functions of printed symbols, sucha s letters, words, pictures, and of printed text - and how they relate tomeaning
- Book knowledge: Children's understanding of what a book is, and how it is to be used and read (i.e. beginning reading strategies)

---

[5] Sulzby & Teale, 1991

What is early math?

Emergent or early math encompasses the many concepts involving numbers, spatial concepts, patterns, amounts, and math vocabulary that children learn before they can add, subtract, multiply, divide, and count to 100. For example, the understanding that numbers represent a quantity is actually a complex relationship that children begin to construct early on (Xu, Spelke & Goddard, 2005). These early math skills are vital for later success in school and in life.

Similar to early literacy skills, early math skills are also supported by an abundance of "math talk" and opportunities to see and interact with numbers, shapes, colors, sizes, and concrete objects. Emergent math involves the development of five skills:

- **Numbers and counting:** Children's ability to understand the concept of numbers and counting, order, ways of representing numbers, 1-to-1 correspondence, and quantity
- **Geometry:** Children's sense of space and position (e.g. under, over, beside, between, outside, next to) and child's understanding of basic geometric shapes
- **Comparison and measurement:** Children's ability to describe and compare measurable attributes, including time, length, weight and size using estimation as well as non-standard measures (such as hands, feet etc.)
- **Sorting and classification:** Children's ability to distinguish between alike and different objects and to organize /sort objects according to their properties (e.g. size, color, shape, texture)
- **Patterns:** Children's ability to recognize, duplicate and create simple patterns (things that repeat)

Content

Save the Children's ELM Toolkit supports the development of foundational early literacy and math skills among young children (ages 3–6 years) both in preschools and at home. The ELM Toolkit has two components: ELM in Preschools and ELM at Home.

The ELM in Preschools materials (ELM Toolkit in the Preschool Package Library), intended to familiarize ECCD facilitators with developmentally appropriate ways to support ELM skills in the classroom, contain the following:

- a training of trainers' manual to train trainers over four days
- a training manual for training ECCD facilitators over three to four days
- over 100 simple, fun, and effective ELM activities and games that can be incorporated into the daily schedule of any preschool
- a sample monitoring tool for ELM in preschools

Below are two of the hands-on activity cards that are included in the ELM in Preschools materials of the ELM Toolkit. These activities are best used in small groups so that every child can be actively involved in the experience

ALPHABET MEMORY GAME

Description: In small groups, children will play a memory game using cards with letters of alphabet.

MATERIALS	Alphabet cards
PRIMARY SKILL	ABC Knowing About the Alphabet
SECONDARY SKILLS	Memory
INSTRUCTIONS	1. Say "Please make yourselves into small groups of 4 or 5 children (they should learn how to do this early in the year.) I will give each group some cards with alphabet letters on them. There are two cards of each letter. When you get the cards, mix them up and turn them over so you cannot see the letters. Now mix them up and put them in rows. Take turns turnning up TWO cards at a time. If they are the same letter, and them you get to keep the cards. If the letters are different, turn them back over and the next child has turn." 2. Only use the letters that the children know and or the letters that you are studying that week. 3. Demonstrate this to the whole class the first time that the game is played. 4. Distribute sets of cards to each group. Be sure each group receivves sets that include 2 maching cards for each letter. No more than 16 cards in all (8 letters, but could be fewer.) 5. Walk around and help any groups that are having trouble. When they have matched all the cards, they can mix them up and begin again.
EXTENSIONS AND VARIATIONS	1. Ask the children to say the name of the letter when they turn up a matching pair. 2. Ask the children to say the sound(s) of the letter when they turn up a matching pair. 3. Ask the children to name word with that lletter when they turn up a matching pair.

Mesure with Your Feet

Description: Children draw shapes that they have just seen from memory.

MATERIALS	Chalk, chalkboard.
PRIMARY SKILL	Comparision & Mesurement
SECONDARY SKILLS	123 Numbers & Counting
INSTRUCTIONS	1. Say, "We are going to mesure how long something is by using our feet!" 2. Children think of a list of things they would like to mesure in length. For example, they could mesure a rug, a table, and a path. 3. Once they have agreed on what things they are going to mesure (at least two), ask "Which do you think iis longer, (object one) or (object two)?" 4. After they have answered, say "Let's find out!" 5. Show the children how to mesure the first object with their feet (by putting their heel at the start of the object and stepping along, putting their next heel to their toes, counting how many steps they need to take). They may find it easier if they do this in partners, on child stepping and the other child helping the stepping child to line up their heels and toes well and count the number of steps they are taking. Then they can make a reecord of the mesurement on a piece of paper. Let all of the children try it. 6. Then, have the children measure the second object (if they are working in pairs they should swap roles). 7. Then say "Let's see if we were right! How many of you found that (object one) is more feet than (object two)? Is that what we thought?" 8. Finish by saying, "Now we know that (longer object) is longer than (shorter object)! Great job!"
EXTENSIONS AND VARIATIONS	1. This activity can be done with things other than feet. The children can measure using 2 blocks, a pencil, their hands, or something else. 2. This activity can be done with outdoor objects as well as indoor object. For example, it can be done with distance: "What is father? The distance from the school door to the tree, or from the tree to the fence!"

The ELM at Home package (ELM Toolkit in the Preschool Package Library) extends opportunities to develop ELM skills at home, especially among those with no access to preschools, by increasing parents' confidence and their capacity to support children's learning.

THE ELM AT HOME PACKAGE INCLUDES:

- a TOT manual for training trainers
- a training manual for training parent facilitators
- a manual that parent facilitators can use to train parents over the course of two to four months
- an activity set containing over 25 simple games that parents can do with their children while following their daily routines
- a sample monitoring tool for using ELM at Home

DESIGNING AN ELM IMPLEMENTATION PLAN

Developing an implementation plan for ELM will involve several steps. If you are interested in implementing ELM, start by expressing interest to and requesting technical assistance from Save the Children US. The technical assistance provider will support you through the steps below.

Step 1: Review and localize the ELM Toolkit

Review the ELM in Preschools and ELM at Home materials (including the activity cards and parenting cards) and adapt them to your context. This may involve changing children's names, modifying the illustrations, and including local songs and activities. Take a look at how Save the Children adapted the ELM package in Afghanistan (Preschool Package Library) to allow non-reading ECCD facilitators to implement ELM.

Step 2: Identify how ELM can be incorporated in your ECCD facilitators' routine activities

This will likely involve reviewing your preschool curriculum and parenting program curriculum. You may also need to adjust the daily schedule and modify the content of the ECCD facilitator's training guide and curriculum implementation guide. The Foundational ECCD Facilitator Training Guide, the Curriculum Implementation Guide, and the Weekly Schedule (Preschool Package Library) used in Bhutan are examples of how ELM can be integrated in a national ECCD curriculum.

Step 3: **Translate the ELM materials**

Begin by translating at least 50 activity cards (if your budget allows it, you can translate the full set). You may choose to create a first batch of easy ELM activities for the first training session, and then introduce the harder ELM activities in your refresher. Once you have translated the activity cards, you can translate the curriculum implementation guide (if you decide to have one) and the manual used to train ECCD facilitators. It may not be necessary to translate the TOT guide if your trainers are comfortable using it in English; in this case, be sure to translate key terminology beforehand (e.g., words and sounds, print, patterns).

Step 4: **Create an ELM materials kit**

Gather ELM materials, including books, puzzles, games involving numbers, shapes and letters, as well as locally made resources and collected materials (such as bottle caps, sticks, leaves, sand, cardboard, flour, and edible colors). These will be used during the training sessions and distributed to preschools.

Step 5: **Develop your training plan for ELM in preschool and ELM at home.**

This step will include deciding whether to incorporate ELM in the basic or refresher training, identifying your ELM trainers (e.g., Save the Children and partner staff, government staff, ECCD facilitators), agreeing on which facilitators to train and how many, and deciding on your timeline for the TOT and rollout training sessions. Always plan for a first ELM training, followed by field visits to assess the implementation, followed by one or more refresher training sessions. You can also roll out the early literacy, early math, and ELM at home training sessions separately, which is particularly useful in countries where ECCD facilitators have lower capacity or where turnover is very high. Whenever possible, train ECCD facilitators during the school holidays.

ECCD FACILITATORS' SAMPLE TRAINING PLAN

TIME SINCE START OF PROGRAM	TOPIC	DAYS OF TRAINING
0 months	Early literacy	3 days (before the start of the school year)
2 months	Early math	3 days (includes refresher for early literacy)
4 months	ELM at home	3 days
6 months	Refresher on ELM in centers and at home	2 days (with additional pieces on school readiness for children in their last year of ECCD)
12 months	Optional second refresher training for year 2	3 days (before the start of the next school year)

Depending on the length of your ECCD program, you can focus on specific skills in the following years to strengthen the implementation of ELM. These may include multilingual classrooms, classroom management, strengthening learning areas, scaffolding techniques, differentiated teaching, use of online resources, talking with and listening to children, inclusive ELM, working with non-reading parents, engaging fathers in ELM, and so on.

Some countries, like Nepal, have chosen to implement ELM through a technical partner (responsible for training and mentoring) and a local implementing partner (responsible for on-the-ground support, monitoring, and management). The technical partner is chosen based on their extensive experience in ECCD training and programming, whereas the implementing partner is chosen based on their geographical coverage of the project area. With this option, it is important to ensure that the implementing partner still receives the full ELM TOT training separately and co-facilitates the ELM training rollout.

In Bhutan, where Save the Children partners with the government, the ELM trainers were District Education Officers and school monitors. The District Education Officers were selected for buy-in and support, while the school monitors were selected because they would be able to oversee and support the ECCD centers continuously.

Step 6: Develop your supervision, monitoring, and mentoring plan

It is important to identify who will supervise the facilitators (e.g., government, school, partner NGO, Save the Children), how often, and through what means (e.g., how often in person, how often by phone). These supervisors should receive the ELM training and be oriented on sing the ELM Quick Supervision Tool (Preschool Package Library) developed by Save the Children Ethiopia and Nepal, once it has been adapted to your context. If you would like to train these supervisors in coaching the facilitators, Save the Children Bhutan created a Training Schedule for ELM Mentors (Preschool Package Library).

Step 7: Design an evaluation plan

The baseline should take place at the beginning of the school year and the end line at the end of the school year for ELM in preschools.[3] You may also plan to assess children's learning and development once they have been in school for a year to examine the differences in primary education learning outcomes. With ELM at Home, plan for the baseline before launching the parenting ELM sessions and the end line after the completion of the eight modules. You can use the International Development and Early Learning Assessment (IDELA) tool (see Monitoring and Evaluating Preschool Programs) to assess children's learning and development over the course of the project.

Step 8: Prepare your advocacy plan to improve the quality of ECCD services through ELM

Using the research generated by the project, you can plan to write policy briefs, and engage policy makers and national- and district-level key stakeholders through discussions and field visits on integrating ELM in the national curriculum.

Once you have completed these planning steps, you can start implementing the ELM toolkit in your preschools.

---

3 If you started running ELM activities the year before, you can still do a baseline at the start of the new calendar year with newly enrolled children (not exposed to ELM the year before).

4.3 Healing and Education Through the Arts Toolkit

Overview

The arts should ideally be a part of every preschool, as the benefits for children are many. Art facilitates child development in a holistic manner: motor development by holding a paintbrush or crayon, language development by talking about the artwork or acting in a drama, visual-spatial development with threading beads, sensory development with clay modeling, creativity, and so on. While basic art activities may take place to some extent in most preschools, a specialized focus on the use of arts can be added to the curriculum. The Healing and Education through the Arts (HEART) toolkit uses expressive arts to provide psychosocial support to children affected by trauma and poverty. It also uses expressive arts to enhance learning activities and create fun and engaging learning environments for children.

What Is HEART?

HEART uses drawing, painting, sculpture, music, dance, storytelling, drama, and other forms of artistic expression to empower children to process and communicate feelings and emotions, and to learn in fun and creative ways. HEART supports children aged 4 to 15 years (and occasionally up to age 18) with age-appropriate activities. The program can be implemented in both emergency response settings and sustainable development contexts, in preschools, primary schools, after-school programs, community centers, temporary learning centers, and other child-friendly spaces. HEART can easily be integrated into an existing curriculum.

Children exposed to HEART become increasingly able to process, communicate, and regulate their emotions. They also become more self-expressive, communicative, confident, and able to concentrate in learning spaces. In turn, this leads to the development of coping mechanisms (for stress) and improvements in educational achievement.

HEART is an education supplement intended to improve the likelihood that "children develop and learn to their full potential."

Content

HEART uses a range of strategies to address the needs of children, improve psychosocial well-being and enhance creative learning. Save the Children's HEART Toolkit (Preschool Package Library) supports the social-emotional development of children aged four to 15 years. The HEART package contains:

- a manual for training ECCD facilitators in HEART over four to five days
- a HEART implementation guide for program managers and ECCD facilitators
- 20 HEART activity cards that can be incorporated into the daily schedule of any preschool or school

HEART activities are best used in small groups so that every child can be actively involved in the experience. A sample HEART activity card is included below.

Feeling angry, feeling happy

Description: Children explore what it means to feel angry and what it means to feel happy.

STANDARD	5.11 Children are able to use creative arts as a means to express themselves.
FORMAT	Small group
MATERIALS	Paper, drawing materials (colored pencils, crayons, or markers),
ACTIVITY	1. Say, "Today we are going talk about what it means to feel angry and what it means to feel happy." 2. Ask: "Has anyone ever been angry?" 3. "What does it mean to be angry?" 4. What do our faces look like when we are angry? 5. Ask them to: Get the children to make an angry face. Then you can ask the children to draw what their face looks like when they are angry. A way to do this is to give the children fat felt-tipped markers and paper plates that have a string tied to each side. (Cut out holes where the eyes should be) 6. When they are done drawing, ask the children to put on their angry faces (masks) and stomp around acting angry. 7. Then ask them to stop, sit down, and take off their angry masks. 8. Thank them not only for helping you to understand how they feel when they are angry, but also for being able to stop when you asked them to. 9. Explain that sometimes children have trouble stopping when they are really angry (not make-believe angry). By stopping, they are showing "self control"—a very important thing to be able to do! 10. What does it mean to be happy? 11. What does happiness look like? Draw what happiness looks like to you or draw something that makes you feel happy. 12. After everyone is done, ask everyone to hold up their art work and talk about it, if they want to. Remember: After any activity that highlights an "upsetting" experience or feeling, it is important to follow it with a more uplifting activity. So, for example, if the activity involves the child drawing/painting an "angry" or "sad" experience, it should be followed by painting/drawing a "happy" experience. **Always end on a happy/uplifting note.**
NOTES	1. Ask the children to draw what anger looks like to them. And remember to tell them: there is no right or wrong way to do this. I want to know what it looks like to you. After everyone is done, ask everyone to hold up their art work and talk about it, if they want to 2. You can use other art mediums (e.g. painting, collage, stencils, sponges, etc.)

DESIGNING A HEART IMPLEMENTATION PLAN

The implementation of HEART will vary depending on whether you are implementing HEART in an emergency setting, a development context, or even a protracted emergency that hasn't fully turned into a development context. Start by expressing interest to and requesting technical assistance from Save the Children US.

Step 1: Review the HEART training manual, implementation guide, and activity cards

Review the materials and adapt them to your context. This may involve including local songs, arts, crafts, instruments, drama, and other activities. Be sure to include an array of stakeholders to provide context-relevant approaches in the training of teachers and provision of psychosocial and learning support to children through the arts.

Step 2: Identify your HEART delivery mechanism and long-term strategy

In development settings, HEART tends to be integrated within the daily program of preschools. In emergency settings, HEART often operates within child-friendly spaces and temporary learning spaces, as well as preschools. The long-term implementation of the program varies depending on the nature of the emergency. For example, if the region is in a state of emergency due to an internally focused factor such as a natural disaster, HEART will likely transition to provide services in a development context on stabilization of the concerned area. However, if the region is in a state of emergency due to an influx of refugees following a civil war in a neighboring country, HEART will likely cease to function in that area on the establishment of peace, if the refugees are expected to return home.

Step 3: Identify how HEART can be incorporated into routine activities and translate the materials

In development settings, this may involve reviewing the preschool curriculum, adjusting the daily schedule, and modifying the content of the ECCD facilitator's training guide and curriculum implementation guide. In emergency settings, it may entail rotating the HEART activities on a regular basis in child-friendly spaces or setting aside at least one day in the week for HEART activities in a preschool.

Step 4: Create a HEART materials kit

HEART materials could include paper of different colors and textures, crayons, paint, paintbrushes, as well as locally available materials (such as flour, edible colors, oil, sticks, leaves, sand, and cardboard). A suggested list of materials is available in the HEART Toolkit (Preschool Package Library). These will be used during the training sessions and distributed to preschools.

Step 5: Develop your training plan

This step will involve identifying your HEART trainers (e.g., Save the Children and partner staff, government staff, ECCD facilitators) and HEART facilitators, and deciding on your timeline for the training of trainers and rollout training sessions. Your HEART facilitators may be ECCD facilitators or external specialists, preferably with expertise in counseling. Always plan for a first HEART training session, followed by field visits to

assess the implementation, followed by at least one refresher training session six to eight months after the first training session. The content of both the initial and subsequent training sessions is tailored to meet the specific needs of the population HEART targets and depends largely on the existing capabilities of the ECCD facilitators, as well as the cultural context within which they work.

Step 6: **Develop your supervision, monitoring, and mentoring plan**

HEART facilitators will need sustained support through regular interactions with specialized supervisors. It is important to identify who will supervise the facilitators (e.g., government, school, partner NGO, Save the Children), how often and through what means (e.g., how often in person, how often by phone). These supervisors can use the HEART Quick Supervision Tool (Preschool Package Library) developed by Save the Children Vanuatu, once it has been adapted to your context.

Step 7: **Design an evaluation plan**

If you plan to conduct a quantitative evaluation, the baseline evaluation should take place at the beginning of the program and the end-line evaluation at the end of the program. You can use the International Development and Early Learning Assessment (IDELA) tool (see Monitoring and Evaluating your Preschool Programs) to assess children's learning and development, including changes in their social-emotional scores, over the course of the project.

Step 8: **Prepare your advocacy plan to scale up HEART**

Using the research generated by the project, you can plan to write policy briefs, and engage policy makers and national- and district-level key stakeholders through discussions and field visits on the benefits of HEART. Long-term, sustainable inclusion of HEART strategies within the curriculum is only possible through effective dialogue with policy makers and the provision of evidence-based research.

5. PRESCHOOL HEALTH AND NUTRITION

Quality preschools must ensure that children are safe in the preschool and help address the key health and nutrition problems that may prevent them from fully participating and learning in the preschool. A child who is sick or malnourished or hungry cannot play and learn well and will not develop as well as a healthy and well-nourished child. There is also a risk that a preschool will spread diseases if water, sanitation, and hygiene standards are not met or will cause injuries if the preschool environment is not safe. Save the Children staff and ECCD facilitators have a responsibility to make the preschool as safe, sanitary, and healthy as possible.

Preschools can both prevent illness and encourage the rapid treatment of children who are sick. This chapter is organized in three sections, focusing on a safe and healthy ECCD environment (safe from diseases and physical harm), promotion of healthy behaviors by preschool facilitators and children, and health and nutrition services that a preschool can provide or link to.

Save the Children's Preschool Health and Nutrition
Guidance for Program Managers provides more detailed information on hygiene, oral health, food and nutrition, physical activity, common illnesses, malaria, accidents, vaccines, deworming, vision, and hearing.

5.1 A Safe and Healthy ECCD Environment

Child safety

Preventing injuries when children are attending your preschool must be a priority. Be sure to build a gate around the preschool compound to prevent children from leaving the school grounds and going onto roads or near water flows, rubbish dumps, and so on. Moreover, assign an adult to supervise the children at all times, especially during outdoor play. In addition, frequently check indoor and outdoor equipment to be sure there are no nails or other sharp things, animal or human excrement, or rubbish, including cans or jars that hold old water, that can seriously harm children who are playing. Also ensure that ECCD facilitators place anything dangerous (e.g., medicine) or sharp (e.g., scissors, knives) out of the children's reach, such as in a cupboard.

At the same time, establish and enforce positive disciplining methods within the preschool. Ensure that corporal punishment is prohibited at the preschool, that teachers are equipped with positive, non-violent disciplinary techniques, and that the preschool responds appropriately when a prohibition is breached. You can also work with Save the Children's child protection team to set up a referral system that an ECCD facilitator can use if a child is being abused at the preschool, at home, or elsewhere. Children should be taught how to play without using physical or verbal violence. Preschools should respect children's dignity and protect them from all forms of violence, including violence by staff and in the name of discipline.

Source: Adapted from The Curriculum Implementation Guide, Save the Children Bhutan and Papua New Guinea.

Safe drinking water

It is essential that children under age five are given only safe water to drink. Many diseases are spread through contaminated water, the most common one being diarrhea, but also more serious diseases, including dysentery and cholera. Because water can be contaminated during collection, transportation, and storage, we recommend that you treat water at the point of use (at the preschool). Even if your water looks clean, it is better to filter, treat, or boil it just to be sure!

How to store water in your preschool

- Store the water in a clean container with a tap.
- Always cover the water with a lid. Be sure to put the lid back after drinking the water.
- Use the tap to pour water from the storage container. Don't dip anything (hands, cups, etc.) in the water.
- If possible, provide a cup for each child to avoid children using the same cups and spreading diseases.

Source: Adapted from The School Health and Nutrition Health Education Manual, Save the Children USA.

Boiling is a well-known water treatment method, but because of the large quantities of water needed to cater to large numbers of children, it may not be the most practical solution for your preschool. Furthermore, it requires wood or other sources of energy, which contribute to deforestation. Other methods of treating water commonly used in preschools and schools include:

- **Solar disinfection –** In areas with lots of sunshine, pour filtered water into a transparent plastic bottle and leave it in the sun for six hours. With this method, the heat and light kill the germs and make the water safer to drink.
- **Chlorine –** Use a small amount of chlorine (in liquid, tablet, or powder form) to purify water. Follow the directions on the package to make sure the water is safe for drinking. Chlorine is inexpensive and it is safe even for small children.

Once the water is treated, it needs to be stored and handled appropriately in the preschool to avoid contamination. All drinking water should be tested, typically once per year. Before establishing a new water source, it should be tested with a full laboratory analysis.

Section 2 of the School Health and Nutrition Education Guide from Save the Children Bangladesh (Preschool Package Library) contains additional information on the necessity for safe water.

Creating a safe and healthy learning environment

A safe and healthy learning environment includes:

- Safe indoor and outdoor play area – safe play materials, enclosure, absence of dangerous objects
- Safe drinking water – water that is treated or comes from a safe water source, and is stored and used correctly to avoid contamination
- Safe sanitation facilities – clean toilets adapted to the needs of young children
- Hand-washing facilities with soap (or ash) and water, adapted for young children and positioned near toilets and eating space
- Waste disposal – bins and waste removal system
- Safe cooking area – prevent burns or cuts with knives and so on by allowing only adults to access the area
- Your ideas:

_____

_____

_____

Hygiene in the preschool

The rooms and hallways of the preschool should be cleaned daily. There is no need to use disinfectants (chlorine) for cleaning floors and surfaces; water and detergents are fine, unless there has been a case of a specific illness, such as measles, meningitis, cholera, or ebola, which requires disinfection.

Also ensure that food preparation areas are safe and hygienic, with special attention to the prevention of burns and fires, and food disposal. Cooks must be supervised and receiving training in the five keys to safer food:

1. Wash hands before and during food preparation.
2. Use safe water.
3. Cook food thoroughly.
4. Keep raw and cooked food separate.
5. Serve prepared food within two hours or keep it at safe (cold) temperatures.

Preschool Health and Nutrition: Guidance for Program Managers (Preschool Package Library) includes a chapter on hygiene in the preschool.

Toilets

To prevent the spread of diseases, especially diarrhea and intestinal worms, children must have a safe place to urinate and defecate at the preschool.

The type of toilet will vary by setting and will depend on resources available. Ideally toilets should meet national standards for sanitation in schools (or preschools if available), but lower-cost toilets include basic pit latrines. There is also a range of eco-logical sanitation facilities, such as EcoSan toilets, which minimize the need for water, prevent pollution of ground water, and involve reusing the waste for agricultural purposes. One type of EcoSan toilet is shown below. However, the type of EcoSan toilet best suited to your preschool will depend on the setting (level of the water table, etc.), and professional advice is needed to design the most appropriate toilets for a particular setting.

Compost Toilet
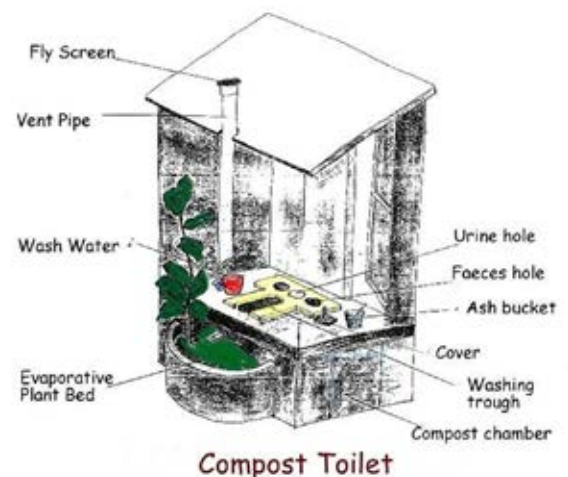
The preschool provides an opportunity to introduce and promote alternative toilet facilities for the community, which are also adapted for young children. Toilets can often be scary for younger children if the hole is too big or the room is too dark, which results in children finding a nearby bush or defecating around the hole. Ways of making the toilets more child-friendly include ensuring that there is enough light in the toilet facility, the hole is small enough, and the children have something to hold on to while crouching. Consult parents, ECCD facilitators, and the children themselves when designing the toilet facilities to ensure that they meet their needs. Toilet facilities must also meet the needs of children with disabilities (e.g., blocks to sit on, handles on the walls, and ramps to the toilets).

It will be important for an ECCD facilitator or a helper to accompany children to the toilet and help them use it correctly until they have mastered the skill (i.e., poop in the hole and not next to it, wipe themselves correctly, and always wash their hands with soap afterwards). Therefore, the smaller the children, the bigger the stall: the accompanying adult needs space to be able to enter the latrine or bathroom stall.

Since children are more likely to want to urinate than defecate, adding urinals for both girls and boys, especially in larger ECCD centers should be considered. Both girls and boys can use urinals. This reduces the need for latrines and extends the life of the pit latrine.

Additional information on hygienic toilets is available in the School Health and Nutrition Education Guide from Save the Children Bangladesh (Preschool Package Library).

Hand-washing facilities

All preschools should have hand-washing facilities within the preschool compound, located no farther than 5 meters from the toilets. Children should be able to easily wash their hands before eating, after using the toilet, or at other routine times (e.g., when arriving in the morning). The tap must be placed low enough for children to be able to use it.
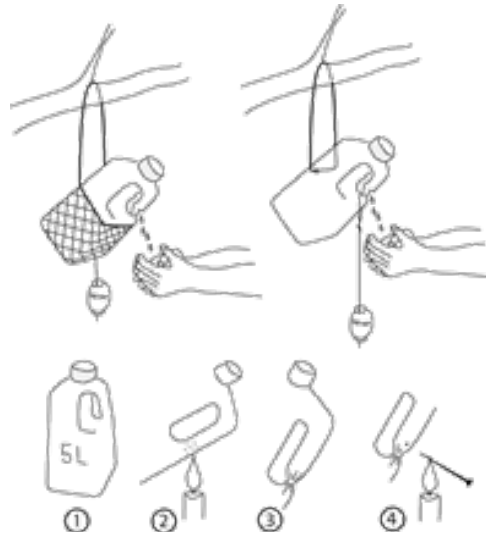
The most popular low-cost hand-washing facility is the tippy tap (see picture). A piece of soap can be tied to the tap or placed in a net to prevent the soap from getting stolen or dirtied on the floor. The preschool staff must ensure that water and soap are available at all times. Smaller children may need help from an adult to use the tippy tap and wash their hands correctly until they have mastered the skill.

Separate hand-washing facilities for adults should also be available at the preschool to encourage frequent hand washing by staff and children.

5.2 Promotion of Healthy Behaviors by ECCD Facilitators

Washing hands with soap

Hand washing with soap is especially important in preschools to prevent diarrhea and the spread of other illnesses. Adults must use proper hand washing procedures themselves and model the process in front of children. They must also teach children how to wash their hands with either soap or ash. Soap is preferable, but ash is a more affordable alternative if your preschool has difficulty ensuring that soap is available every day. Rigorous rubbing also helps remove the germs from hands.

Tip!
- Do not rinse children's hands in the same bowl of water. Pour new water on their hands to rinse off the soap!
- You can get running water by making tippy taps from recycled materials (see photo).

ECCD facilitators and any other adults must be sure to wash their hands during the critical times (see box). ECCD facilitators must receive hand-washing training as part of their basic training.

It is important for ECCD facilitators to encourage children to wash their hands routinely as part of the daily schedule: when they start the day in the morning, before eating, after using the toilet, and after coming in from outdoor play. ECCD facilitators can demonstrate and then supervise the practice for groups of children. Singing together while washing hands is a fun way to encourage this routine and will help children rub their hands for longer. Children must leave the preschool knowing when and how to wash their hands. This will help children develop a hand-washing habit from a young age that they will also practice at home.

Critical times for hand washing

All preschool staff need to wash their hands with soap (or ash) rigorously…
- when they first arrive at the preschool in the morning
- after using the toilet (after defecating or urinating)
- after cleaning feces or helping a child to use the toilets
- before handling food
- before eating
- before feeding a child

Children need to wash their hands with soap (or ash)…
- when arriving at the preschool
- after using the toilet (or defecating)
- before eating
- when coming into the preschool from outdoor play

¿CÓMO LAVARNOS LAS MANOS Y EN QUÉ MOMENTOS?

Después de usar el baño   Antes y después de preparar los alimentos
Antes y después de comer   Después de limpiar o cambiar los pañales   Antes de dar de lactar al bebé

1 Mójate las manos con agua y cierra el grifo

2 Usa jabón, mejor si es líquido

3 SIGUE LOS DIBUJOS Y DIVIÉRTETE LAVÁNDOTE LAS MANOS

Montaña Dedos entre dedos

Tortuguita Palma sobre dorso y palma sobre dorso de la otra mano

Remolino Palma con palma

Trompo Uñas sobre la palma de una mano y uñas sobre la palma de la otra mano

El tiempo recomendado para el lavado es de 20 segundos

La moto No olvides de frotar tus muñecas

4 Enjuágate SIGUIENDO LOS MISMOS PASOS

5 Sécate con una toalla o tela limpia individual

Si tienes al alcance alcohol en gel, aplica cuando tus manos estén limpias

¡Y no olvides cortarte las uñas!

6 Si no tienes toalla o tela limpia individual, sécate con las manos hacia arriba girando las muñecas, ¡mostrando que las manos ya no están sucias!

Source: Save the Children Bolivia

Dental health

Children usually have a full set of primary teeth by the time they are three years old. When children are around six years old, the primary teeth begin to loosen and fall out in order to make room for permanent teeth. Permanent teeth must last the whole lifetime. Both sets of teeth need to be looked after carefully.

Early childhood caries destroys the primary teeth of toddlers and preschool children. High and frequent consumption of sweets, soft drinks, and other sugars, in addition to poor oral hygiene, increase the risk of dental disease and tooth decay. Moreover, plaque forms when teeth and gums surrounding the teeth are not cleaned properly. Plaque is a sticky film of germs that contributes to weakening of teeth and makes gums bleed. Diseases of the teeth and mouth affect children's ability to eat and chew and the way they communicate. Pain in the teeth and mouth can compromise children's attention and their ability to play and learn in the preschool.

Brushing teeth is very important in preventing tooth decay. Have the children practice brushing their teeth, supervised by ECCD facilitators, once per day, ideally after the meal. Daily tooth brushing can be related to other preschool teaching, such as counting (counting to 20 while brushing each side), singing, literacy, and concept learning (up and down, circles, left and right, before and after, etc.).

Promoting dental hygiene in your preschool

- Have the children in your preschool practice brushing their teeth once a day, ideally after a meal, supervised by ECCD facilitators. Daily tooth brushing can be related to other preschool teaching.
- Ideally, use toothpaste containing fluoride. Second best is toothpaste that does not have fluoride. If no toothpaste is available, use plain water, without any additives.
- Ban the serving of foods and drinks that are high in sugar in and around the preschool and promote diets that are low in sugar at home.
- Encourage daily tooth brushing with parents, especially at night, before going to sleep, with fluoride-containing toothpaste.

5.3 Health and Nutrition Services

Health services

Your preschool can play an important role in promoting the use of health services that children under six years of age are supposed to receive from the health system. At the same time, your preschool offers a platform for providing additional health and nutrition services that can have a significant impact on children's ability to learn.

In most countries, children under six years are intended to receive a certain number of health and nutrition services, often delivered through the health system (outreach or health facility based). These services include vaccinations, vitamin A supplementation, deworming, micronutrient supplementation, growth monitoring and promotion, supplementary food, and diagnosis and treatment of common illnesses (often free of charge). However, as children grow older, the use of these services tends to diminish, especially once they have been fully vaccinated during the first year. Parents may be less likely to take them to access these services, giving priority to younger children in the family. Your preschool can check that children attending the preschool have received these services by checking vaccination cards when children enroll and reminding parents of important dates (e.g., when the health visitor is next in the community).

Your preschool can provide a site for health service provision by health workers, helping them reach children attending the preschool and their siblings more easily. Your ECCD manager should coordinate with health workers to ensure that all children in the preschool get the services they are entitled to. In addition to the services provided by the health system, other services can be provided by the preschool itself.

The table below shows the health and nutrition services that are typically provided by the health system and that your preschool can promote, as well as the health and nutrition services that your preschool can provide directly. ECCD facilitators must contact health workers if there are any concerns about a child's health or development. Additional details are available in Save the Children's Preschool Health and Nutrition: Guidance for Program Managers (Preschool Package Library).

Health and nutrition services provided by health system (can be promoted by your preschool)	Health and nutrition services that can be provided directly by your preschool	
	ECCD facilitators:	**Preschool:**

• Immunization (including boosters)
• Vitamin A supplementation (every 6 months)
• Iron or multi-micronutrient supplements in sprinkles, syrups, or drops (daily for 3 months per year)
• Deworming (once or twice per year)
• Growth monitoring and promotion
• Screening and treatment of acute malnutrition
• Diagnosis and treatment of common health problems (e.g., malaria, diarrhea, pneumonia, acute malnutrition)
• Regular dental checkups
	• Check health records and use of recommended health services:
	  • Is the child fully vaccinated?
	  • Has the child been dewormed in the past year (or two depending on national protocol)?
	  • Has the child received vitamin A in past 6 months (and other recommended nutrition services in a given context)?
	• Screen for common health problems at start of year, such as vision and hearing problems, skin diseases, and wasting (acute malnutrition), and refer cases to relevant health services
	• Identify common health problems (e.g., diarrhea, fever)
	• Treat common health problems with the preschool's simple first aid kit (e.g., small wounds, burns, animal bites, infections, skin diseases, diarrhea, fever and pains)
	• Recognize symptoms that may be linked to life-threatening illnesses if not treated promptly
	• Refer more serious health problems (e.g., fever/malaria, dehydration, larger wounds, outbreaks of skin disease, acute malnutrition)
		• Provides nutritious snacks, meals, or lunch boxes to prevent hunger
		• Provides weekly iron supplementation (recommended by WHO where prevalence of anemia is >20%)
		• Provides deworming pills (Note: These pills should be crushed and ECCD facilitators must be trained in first aid measures in case a child chokes while taking the pills.)
		• Has a functional first aid kit (replenished regularly – it should never be out of stock) to treat common health problems and trained staff to manage the kit and administer the treatments
		• Has a system in place to inform parents and refer children with more serious health problems to the health facility for immediate treatment

ECCD facilitators who have been trained by a health worker can check to see whether a child has been fully vaccinated, and if not, refer children to the health facility. The facilitator can also check to see whether the children received deworming medication and vitamin A supplementation in the last six months or year.

In addition, ECCD facilitators can be trained to screen for hearing and vision problems. These problems can be caused by infections (e.g., chronic ear infections or defects developed from birth or through childhood). If left untreated, they can have more serious consequences, causing long-term damage to the eyes or ears (in the case of infection) and the child's education. Many vision and hearing problems can be resolved through treatment, eyeglasses, and putting the child at the front of the class. Identifying problems early will give the child a better chance of learning to speak, read, write, and so on, in spite of a disability.

ECCD facilitators should also know how to proceed when a child falls sick. If a child has a fever and is not feeling well, check to see if the child is showing signs of a serious illness. If there is any sign of serious illness, the child should be seen by a health worker as soon as possible to be tested for common dangerous health problems in the area (e.g., malaria). If the child has to wait for the health worker to come to the preschool, the child should be given some water to drink and allowed to lie down in a quiet place, and ECCD facilitators should keep an eye on him or her.

VERY IMPORTANT

In most places, children have more worms in their stomach than adults have. This prevents them from taking good advantage of the food they eat, and eventually makes them less able to learn. Check with the local health facility about how often children should be dewormed, and help distribute the deworming medication to the children at your preschool. This will also help prevent the spread of worms in the community.

Nutritional problems

Preschool children may face different types of nutritional problems, which will affect their ability to grow and develop to their full potential. Some are chronic and will have been determined before children even enter your preschool (e.g., stunting). Others are acute, and your preschool can help prevent and alleviate them.

Nutritional problems	What your preschool can do
Wasting (too thin for height) is usually a result of acute food shortages, compounded by illness (e.g., diarrhea).	Screen children for wasting and refer them (and their guardians) to the local health facility for supplementary feeding and counseling. This can be done by health worker as part of their regular community outreach activities or alternatively by trained ECCD facilitators. Wasting can be assessed fairly simply by measuring children's mid upper arm (MUAC) with a tape.
Stunting (too short for age) is a result of chronic long-term food shortage, poor dietary diversity, and disease. Most stunting takes place before a child reaches the age of two years. However, if chronic deficiencies continue, children can become more stunted all the way through their school years.	The most effective way to prevent further stunting in the preschool years is to improve children's diets (quality and quantity) and prevent and treat diseases. The best ways to prevent further stunting are providing healthy food in the preschool, providing micronutrient supplements, and promoting key hygiene behaviors and use of health services.
Micronutrient deficiencies are often called the invisible disease because they are not "visible." The most common deficiencies are iron, vitamin A, and iodine deficiencies, which affect children's immunity, growth, and development. Anemia is one of the consequences of iron deficiency and parasitic infections such as hookworm, schistosomiasis, and malaria. Anemia makes children tired, uninterested, and unable to concentrate, and therefore affects their learning and overall development.	Micronutrient supplementation is one of the easiest ways to prevent micronutrient deficiencies. Vitamin A is provided every six months to all children under six years through the health system, and the preschool can check to see if parents are accessing this service and encourage them to do so; weekly iron supplementation is now recommended by WHO where the prevalence of anemia is over 20%. ECCD facilitators can be trained to administer iron to preschool children. Iodine deficiency can be prevented by consuming iodine in fortified cooking salt; your preschool should use only iodine-fortified salt when preparing meals.
Hunger: Children who are hungry will not be able to concentrate and learn to their full potential. In many countries in low-resource settings, children arrive at the preschool without having had any breakfast and are therefore hungry on arrival. It is therefore recommended that all children attending preschool for more than three to four hours eat a snack or a meal.	Your preschool should encourage parents to provide a snack or meal for each of their children. Your preschool could also help parents prepare nutritious meals using locally available resources. Micronutrient powders (sprinkles) can be added to the meals to prevent micronutrient deficiencies.
Overweight is an ever-increasing problem, even in low-income countries, where there can be a double burden of malnutrition: undernutrition and overweight. Overweight is generally caused by a combination of low physical activity and poor (high-energy, poor-quality) food intake. An overweight child is more likely to become an overweight or obese adult and suffer chronic health problems such as diabetes and heart disease.	Your preschool should promote physical activity and healthy eating habits, and ban sugary drinks and foods at the preschool.
Nutritional problems	What your preschool can do

Preschool feeding

- Children aged three to six years need to eat five times per day (three meals and two snacks).
- Your preschool should encourage parents to send a meal or snack from home every day (e.g., by providing a lunch box). Hungry children cannot concentrate and learn.
- Children should eat a varied (and colorful) diet representing the main food groups every day to stay healthy, grow, and learn. This will prevent micronutrient deficiencies such as iron deficiency anemia, which make it difficult for children to concentrate and learn.

All children should have a snack or meal if they are attending the preschool for more than three hours. Providing parents with a lunch box, guidance on balanced diets, and a sample menu has been a successful and economical practice in many countries. Another practice is to involve parents in preparing the meals (see Nutritious Meals for Community Based Childcare Centers, Save the Children Malawi, in the Preschool Package Library), which relies on food being available, and parents being organized and willing to dedicate time. It is important to be aware of possible pitfalls of feeding programs, such as their relatively high cost in comparison to other interventions. Also, preschools may lack the structure to cope with a sudden increase in attendance due to food distribution, with negative effects on learning.

Preschools may consider using micronutrient-rich food produced from a school garden or the community. Home-grown or locally grown food can be fresher and more culturally appropriate than food received through external aid. It can also support local farmers and producers by creating a stable demand for their products.

The approach to meal provision in preschools is likely to depend on the setting. Some preschools provide a full lunch (e.g., Bolivia and India), some provide a light snack (e.g., Zambia, Malawi, and Lebanon provide porridge), some provide lunch boxes that parents can fill at home (e.g. Nepal), and in some countries children bring their own lunch (e.g., Pakistan and Bhutan). ECCD facilitators can also give parenting sessions on nutrition so that children continue to eat well at home after leaving the preschool.

Tips for families

- Children need to eat more often than adults, because their stomach is smaller: three- to six-year-olds should eat a whole bowl or plate of food at least three times a day, plus two snacks.
- Use local foods that are rich in protein, vitamins, and minerals.
- Children need vitamins from a variety of foods. Offer and encourage your child to eat a wide variety of healthy foods, such as vegetables, fruits, and animal foods (eggs, meat, or fish, as available).
- If there is a shortage of food in the household, remember that your child does not need much food, but does need to eat several times a day.

Note: Adapt these messages to each context and make sure they are feasible.

Source: Adapted from Nutritious Meals for Community Based Childcare Centers, Save the Children Malawi, and The School Health and Nutrition Health Education Manual, Save the Children USA.

A balanced diet

If you are preparing food in your preschool or teaching parents about a balanced diet, remember that children need to eat a variety of foods to grow, develop, and be strong. A balanced diet is one which includes correct amounts of the different food groups. The way foods are grouped and the number of groups depends on the country. Below is a list of three food groups, which reflects one of the easiest ways of grouping foods. It is important that parents and ECCD facilitators encourage children to eat at least one food from all three groups every day.

1. Energy foods: These foods include oils, fats, cereal grains (such as millet, rice and maize), starchy roots (such as yams and potatoes), and starchy fruits, such as banana. Whole grain foods such as whole-wheat brown bread provide more protein than highly refined white maize flour and white bread, in addition to carbohydrates, as well as some vitamins. Oils and fats provide a very concentrated form of energy and help absorb vitamins A and E, but they should be used sparingly so that children don't become overweight.

2. Growth foods: These foods contain proteins and are especially important in helping children grow. They include meat and meat products, eggs, organs, fish, lentils, groundnuts, beans, peas, and dairy products. Foods in this group are not just rich in protein, but are also good sources of vitamins and minerals. Remember that in most countries, children digest fermented products (yogurt and others) better than plain milk.

3. Protection food: Vegetables and fruit contain fiber, are rich sources of vitamins (which protect from diseases), and help with digestion, preventing constipation.

The plate diagram is one way of showing different foods groups. However, each country uses a different type of graphic image (pyramid, cooking pot, rainbow arch).

It is important to avoid junk food, like sweets, soda, white bread, and commercially produced jam. These take away the appetite for good food, cause dental decay, and form bad habits.

Simple and concrete nutrition messages should be adapted to each context. For example, in a country where child obesity is the main problem and is linked to low physical activity, too much screen time and eating junk foods, nutrition education should focus on eating more fruits and vegetables, having less screeen time, and getting more physical activity (e.g., eat a fruit three times a day and exercise at least 30 minutes per day). In places where children are stunted or wasted and their diet consists mainly of staples, the messages can focus on adding vegetable or fruit or animal products to meals.

Wherever possible, adapt nutrition recommendations and messages to what is relevant and feasible in each context. Nationally recommended messages usually exist already, including recipes, and it may just be a matter of adapting them to the preschool context (the preschool meal and nutrition education lessons).
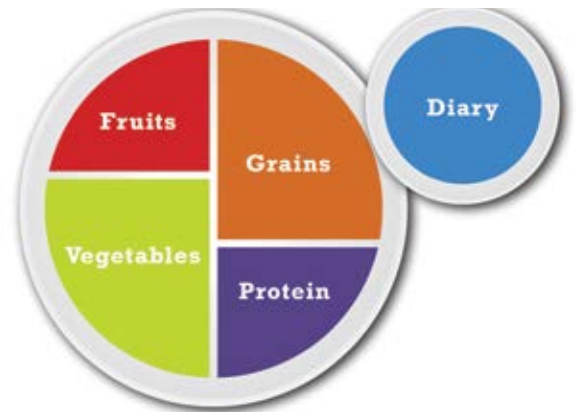
Your turn!

- Which food groups are most lacking in children's diets in your impact area?

  _____

- Which food groups should you promote through your preschool meals?

  _____

- Of the food groups that are lacking, which local foods are available at different times of year?

  _____

- What recipes could your preschool use that include these foods?

  _____

- Will the children like these recipes? Do they need to be adapted for your preschool?

  _____

- What activities can your preschool do with children to learn about nutrition when meals are served?

  _____

6. PARENTING PROGRAMS

Parenting programs involve strengthening the capacity of parents and other caregivers to optimize children's development. Delivering parenting programs differs from mobilizing parents to support the operation of the preschool (see the Mobilizing Parents section). Save the Children's country offices have developed a number of parenting packages around the world, many of which are available on OneNet. Whether you need to develop your package from the ground up, or enhance an existing package, this chapter will provide you with ideas from the parenting packages used by Save the Children in various countries.

Designing your parenting package

Ask yourself:

- What are the goals of your parenting package? You can focus on one goal or on several goals (e.g., early literacy and math, disaster risk reduction, health and nutrition, discipline).

- Approximately how many modules do you want to include? You should aim to complete the parenting program modules within a year, keeping in mind that parents' ability to attend sessions will vary by season.

- How often will you run parenting sessions? Once per week, once per month?

- When will you hold the sessions? During the weekdays or weekend? In the morning, afternoon, or evening?

- Who will be your parenting program facilitators? ECCD facilitators, parent volunteers?

- How will you encourage both male and female caregivers to attend?

- How will you ensure attendance? How will you remind parents of the sessions? What will you do when parents do not attend?

- Who will monitor the parenting sessions? Save the Children staff, the partner organization, the government?

Parenting sessions encompass the development of knowledge, attitudes, and skills related to ECCD. For example, parenting programs may aim to improve knowledge of developmentally appropriate activities, health and nutrition needs, or positive discipline methods. These messages must be simple, clear, and feasible. At the same time, providing information alone is insufficient to change parenting behaviors. Effective parenting sessions must also address attitudinal barriers. For example, they must help parents recognize their pivotal role in children's development, empower parents who cannot read to engage in early literacy and math activities at home, or address social stigmas, such as stigmas related to disability, gender, or ethnicity, that can curb a child's development. Successful parenting programs must include ample time to practice new skills, receive feedback, and refine new skills to transform them into routine habits.

When you design your parenting program, start by considering the goal of your program. Do you want to focus on one area or do you want to cover a number of topics? The Philippines, for example, includes disaster risk reduction sessions to mitigate the impact of disasters. Then decide how long the parenting course will be, how frequently you want to hold the sessions, and when to hold the sessions. Early morning or early evening is often best for those who travel to the fields or factories to work. In Muslim countries, holding the session after the Friday prayer services may allow more parents to attend. These decisions should take into account the needs and constraints of the community, including safety, weather conditions, and seasonal workload.

Also identify who your parenting program facilitators will be. Options include ECCD facilitators, parent volunteers, health workers, and other community members; having a male parenting program facilitator may also encourage more male parents to attend. In addition, consider how you will remind parents of the sessions and ensure their attendance, and how you will proceed when parents miss sessions. For example, you may decide to hold each module twice, have the parenting program facilitator visit the household, or ask neighboring parents to teach the new skill to the missing parent. Finally, decide who will monitor the parenting sessions, such as the implementing partner, the government, or Save the Children.

Suggested criteria for parenting educators in Bhutan

Parenting educators are people who:

- Are parents who have had success in rearing their own children
- Are highly respected by families in the neighborhood
- Are deeply concerned about child development issues in the community
- Are interested in learning and eager to be trained
- Are gentle and outgoing
- Are effective communicators – good listeners and talkers
- Get along with others in a group
- Are honest and reliable
- Can afford to work as a volunteer or at level of remuneration offered
- Have sufficient time for the job
- Are able to read at a secondary grade level

6.1 Early Literacy and Math at Home

The parent outreach component of the [Early Literacy and Math (ELM) Toolkit](#) engages parents and other caregivers of children aged three to six years in regular workshops with the goal of sharing over 25 simple, hands-on games and activities they can do at home with their children while following their daily routines.

ELM at Home consist of eight sessions to be conducted over the course of two to three months. The sessions focus on how to read books, tell stories, learn letters, play counting games, sort and measure, and draw shapes. Every session ends with story time, where parents are encouraged to look at picture books and read stories with their children, regardless of their level of literacy.

Given the relatively low number of preschools in most developing countries, ELM at Home seeks to maximize the impact for children and families and strengthen the notion that working with parents to support children's school readiness skills is just as important as making ECCD services accessible to more children.

6.2 Parenting Program Examples

Pakistan

Save the Children Pakistan, along with other partners, put together the Parental Sessions Manual on Health Education for Early Childhood Care and Education Setting (Preschool Package Library). The six sessions focus on safe drinking water, hand washing, diarrhea, stomach worms, and iodized salt, and the importance of health and nutrition in educational outcomes.

Mozambique

Save the Children Mozambique developed a Parenting Package (Preschool Package Library) consisting of 10 modules, each addressing important issues in promoting child health, nutrition, rights, and development:

1. Parent and Community Involvement in ECD Activities
2. Hygiene
3. Keeping Children Healthy
4. Feeding the Brain
5. Rights of the Child
6. Stimulating the Brain
7. Listening, Speaking, Reading and Writing
8. Math in Daily Life
9. Self-Esteem and Responsibility
10. A Positive Environment for All Children

The illustrated cards, discussion questions, and key messages in each module promote dialogue between parents and other caregivers, ECCD facilitators, health activists, and other members of the community to share experiences and ideas to apply good parenting practices.

The Philippines

The Philippines Parenting Package (Preschool Package Library) consists of four modules, with two to five topics each. The modules are intended for parents and other caregivers whose children aged four to six years attend a preschool in their community. It is intended for groups of 15–30 participants per session.

Module 1 aims to help parents and other caregivers become aware of their rights and responsibilities as parents and promote children's rights in accordance with United Nations Convention on the Rights of the Child. It also includes topics on child abuse and birth registration.

Module 2 focuses on children's learning and development. It discusses how children learn and the importance of play. It also introduces parents and other caregivers to various ways of supporting child development, including through preschools.

Module 3 focuses on the family and its responsibilities. It also includes a session on positive discipline.

Module 4 addresses preparing for and coping with common disasters experienced in the Philippines, such as earthquakes, floods, and fires. The module ends with a discussion on how to become a community mobilizer.

Bhutan

Save the Children Bhutan's Parent ECCD Outreach Curriculum (Preschool Package Library) was developed to address the needs of children from birth to six years in rural and urban areas. The curriculum is implemented in three stages. The first stage includes four modules designed to help parents recognize their influential role and their strengths to improve parenting and child development. The second stage includes five modules where parents use pictorial child development cards and toy stimulation guides to monitor their own child's development and develop age-appropriate toys to stimulate all areas of development. The materials and modules used in the second stage can also be used to train health workers. In the third stage, parents are trained to begin informal parenting discussions with neighbors and family members.

7. Transitions to Basic Education

Quality preschools and supportive home practices can provide young children with good care and stimulation, but preschools alone cannot ensure school success. School readiness requires that the preschool, the primary school, and parents and other caregivers all work together. This chapter provides an overview of transition activities and describes resources available to support transition programs.

Save the Children has developed and implemented transition initiatives that deliberately link early childhood and early primary components. In practice, this means supporting each child's overall development during their preschool years; familiarizing preschool children with primary school teachers, classrooms, and academic routines before they start school; and working with the lower grades of primary school to create a more child-friendly, welcoming, and appreciative learning environment. With transition initiatives in place, children are ready for school, and schools are ready for children. The result is more children enrolling and fewer children repeating grades or dropping out.

One key transition activity is to hold combined training sessions for ECCD facilitators and grade 1 and 2 teachers. This practice allows for pedagogical alignment, which is an important aspect of transitions, because it allows primary school teachers to know what has been taught in preschool, how it has been taught, and what needs to be taught next. Moreover, such combined training sessions can bring child-centered, developmentally appropriate practice from preschool into grades 1 and 2.

Parents also play a critical role in promoting smooth transitions. However, in some communities, they have little contact with schools and the relationship that exists may be intimidating for parents. In many countries where parents haven't had the luck to attend school, they aren't sure what the procedures of enrollment and transition are. Orienting parents to the ways in which they can support children's transitions makes a big difference. For example, parents in preschool parenting groups can talk about the primary school and analyze its strengths and weaknesses related to children's learning. This helps parents gather the information they need to bring about changes in the school, and they can then set up a group to improve the primary school. In Afghanistan, the Save the Children staff hold orientations and set up enrollment times to accompany parents and children in order to assist in the process, as they know that the chances of children staying in school increase when they are enrolled early. Save the Children's At-a-Glance Guides Partnerships with Parents and Caregivers (Main Category: Parent Engagement) contains additional ideas about how to engage parents to ensure a smooth transition into primary school.

For children who have never been to preschool, Save the Children Philippines developed the Summer Learning Program for Children Without Exposure to ECCD (Preschool Package Library). Children without exposure to ECCD are invited to attend this seven-week course before the start of the school year, so they can become familiar with routines, arts, and early literacy and math activities. Save the Children Bangladesh and Save the Children Nepal have implemented similar programs.

Save the Children Bolivia also put together My First Steps: Successful Transition to First Grade (Preschool Package Library; Spanish Language), a "systemization" of Bolivia's experience in transitions.

In addition, the Education for Transition Excellence series (Preschool Package Library) contains four modules of resources on school transition:

1. What is education for transition to primary school?
2. The active role of the child in education for transition
3. Multi-grade schools: An alternative for transitioning from preschool to first grade
4. Self-esteem and its development in children at school[4]

Sample transition activities

Before the school year begins:

- Preschool group visits the primary school
- The grade 1 teacher visits the preschool
- Primary school holds an orientation day
- Combined training sessions are held for ECCD facilitators and grade 1 and 2 teachers
- Parenting classes include information on transitions
- Children attend summer camps
- Children participate in primary school activities before starting first grade
- School directors are involved in ECCD programs
- ECCD facilitators and early grade teachers understand fears of young children before starting school
- Your ideas: _____

---

4   Ames, Patricia. Education for Transition to Primary. USAID and Ministry of Education Nicaragua, 2008. (Spanish Language)

Once the school year begins:

- Promote quality learning environments, especially in the first few grades of primary school. For example:
    - Experienced and caring teachers work in the early grades rather than later ones
    - Small class sizes
    - Rich learning materials
    - Walls are colorful and showcase children's work
    - Low tables and chairs
    - Your ideas:

    _____

    _____

    _____

    _____

- Request that some mothers or fathers stay each day until children feel confident
- Organize hiking, recreation, and social events to help children make new friends
- Support the use of children's home language in school and encourage bilingual instruction in the early grades
- Implement Teacher Codes of Conduct and alternatives to corporal punishment
- Set up a reading buddy and mentoring system where children from lower primary classes are paired with older primary mentors who are not members of their family to increase the habit of reading, develop a caring ethos in the school community, and increase children's school attendance and reading skills (if there are resources for libraries, buddies can borrow books and upper grade students can manage libraries; if there are no books, mentors can do other activities together, such as games, stories, or bookmaking)
- Your ideas:

    _____

    _____

    _____

    _____

Source: Adapted from My First Steps: Successful Transition to First Grade, Save the Children Bolivia (Spanish Language), and At-a-Glance Guides Partnerships with Parents and Caregivers, Deborah Llewellyn, Save the Children (Main Category: Parent Engagement).

8. MONITORING AND EVALUATING PRESCHOOL PROGRAMS

Once ECCD program managers have implemented their preschool program, it is important to create a monitoring and evaluation framework to ensure that the program is on track, continues to improve, and reaches the desired outcomes. This chapter presents monitoring and evaluation tools that Save the Children has developed.a

8.1 Monitoring Preschool Quality

Monitoring your preschool program allows you to regularly ensure that your program is on track to meet its objectives. Monitoring data may include children's enrollment and attendance, ECCD facilitators' attendance and training, quality of materials, and use of specific teaching practices that were part of the quality enhancement program. Monitoring data should be consistently collected and analyzed several times per year. Program managers should decide how often, and with what means (e.g. how often in person, how often by phone) data will be collected.

Monitoring data can be collected by those supervising the ECCD facilitators (e.g. government, school, partner NGO, Save the Children). These supervisors should be trained in how to monitor the preschools and have received an orientation on the tools. You may choose to adapt the ELM Quick Supervision Tool (Preschool Package Library), developed by Save the Children Ethiopia and Nepal, to your context. Data should then be analyzed and preschool program managers can use the information to address any gaps in implementation.

8.2 Evaluating Preschool Outcomes: The International Development and Early Learning Assessment

The preschool program usually includes an evaluation to demonstrate whether the program met its objective of improving the quality of preschools , caregiving practices and child development outcomes. This evaluation should consist of a baseline and end-line, with an intervention group and control group. The baseline can take place at the beginning of the school year and the endline at the end of the school year. You may also plan to assess children's learning and development after a second year of preschool or once the children have been in primary school for a year to examine the differences in primary education learning outcomes. These results can be used to demonstrate the effectiveness of implementing quality preschool programs and advocate for the scale up of the program.

You can use the International Development and Early Learning Assessment (IDELA) tool to assess children's learning and development and caregiving practices at the start and end of the academic year. IDELA is an easy-to-use, rigorous global assessment prototype that provides ECCD programs and ministries with clear evidence on the status of children from 3.5 to 6 years. In order to provide a holistic picture of children's development and learning, IDELA covers four developmental domains: physical development, early language and literacy, early numeracy/problem solving, and socio-emotional skills. In addition, IDELA looks at "persistence and engagement" — a cross cutting area that represents approaches to learning. Further, add-on modules are available to measure key aspects of executive function (working memory, inhibitory control and attention), which have been found to be strong indicators of later achievement in many studies, and key health and hygiene behaviors preschool programs often aim to support.

IDELA is play-based and developed with an eye towards giving children the best chance to demonstrate their skills and understanding of specific concepts. The assessment is free to administer, has been used in many settings, and does not require extensive adaptation from country to country. Also, because it is only 30 minutes long, it is easy to implement with young children. Moreover, the tool has psychometric rigor in a developing setting.

If you are interested in using IDELA to monitor or evaluate your program, please contact Save the Children US to express your interest. The initial steps will include designing and planning your study, and adapting and translating the IDELA tool. You can then plan your IDELA enumerator training. It is advisable that the training takes place just before data collection to avoid the need to re-train and ensure higher quality administration.

The IDELA Training

The IDELA training is approximately five days long, but may be longer depending on the enumrators' capacity, educational background or experience. To ensure that key aspects of the training are covered, we recommend that the training should not be shortened, even in the case of high capacity enumerators. Each enumerator training program must include:

1. Classroom Learning: Master IDELA Trainers teach enumerators about the purpose of the IDELA tools and how to use them properly.
2. Classroom Practice: Enumerators practice how to administer the IDELA tools with each other, under the observation of Master IDELA Trainers and receive appropriate feedback
3. Field Practice: Each enumerator must administer the IDELA tool with at least six to eight children during the training period, under the observation of Master IDELA Trainers. This is critical to ensure enumerators are ready for data collection, and one of the reasons why shortening the training is not recommended.

QUALITY PRESCHOOL PACKAGE REFERENCES

Title of Resource	Preschool Package Chapter	Description	Source
From Neurons to Neighborhoods: The Science of Early Childhood Development	A. Introduction 1.1 Welcome to the Quality Preschool Package!	Shonkoff, J. P., & Phillips, D. A. (2001). From neurons to neighborhoods: The science of early childhood development. Zero to Three, 21(5), 4-7.	Shonkoff, J.P. (EDT) & Phillips, D.A.(EDT)
Strong Foundations: Early Childhood Care and Education	A. Introduction 1.1 Welcome to the Quality Preschool Package!	Corter, C., Janmohammed, Z., Zhang, J., & Bertrand, J. (2007). Strong foundations: early childhood care and education. Paper commissioned for the EFA Global Monitoring Report.	UNESCO
Strategies for reducing inequalities and improving developmental outcomes for young children in low-income and middle-income countries	A. Introduction 1.1 Welcome to the Quality Preschool Package!	Engle, P. L., Fernald, L. C., Alderman, H., Behrman, J., O'Gara, C., Yousafzai, A., ... & Iltus, S. (2011). Strategies for reducing inequalities and improving developmental outcomes for young children in low-income and middle-income countries. The Lancet, 378(9799), 1339-1353.	Engle P.L., Fernald L., Alderman, H. et al, and the Global Child Development Steering Group
The importance of play in promoting healthy child development and maintaining strong parent-child bonds	C. Teaching and learning 1.1 Your Basic Preschool Curriculum 1.1.1. Understanding How Children Learn	Ginsburg, K.R. (2007). The importance of play in promoting healthy child development and maintaining strong parent-child bonds. Pediatrics, 119;1. Page `83.	Ginsburg, K.R. Pediatrics

Title of Resource	Preschool Package Chapter	Description	Source
PIRLS 2006 international report: IEA's in primary schools in 40 countries	C. Teaching and learning 1.2. Teaching Enhancement Toolkits 1.1.1. Early Literacy and Math	Mullis, I.V. (Ed.). (2007). PIRLS 2006 international report: IEA's progress in international reading literacy study in primary schools in 40 countries. TIMSS & PIRLS International Study Center, Lynch School of Education, Boston College.	Mullis I.V.S., Martin M.O., Kennedy A.M. &Foy P.
The development of the young child and the emergence of literacy	C. Teaching and learning 1.2. Teaching Enhancement Toolkits 1.1.1. Early Literacy and Math	Sulzby, E., & Teale, W. H. (1991). The development of the young child and the emergence of literacy. Handbook of research on teaching the English language arts, 273-285.	Sulzby, E., & Teale, W. H
Number sense in human infants	C. Teaching and learning 1.2. Teaching Enhancement Toolkits 1.1.1. Early Literacy and Math	Xu, F, Spelke, E. S., & Goddard, S. (2005). Number sense in human infants. Developmental science, 8(1), 88-101.	Xu, F, Spelke, E. S., & Goddard, S.
The Importance of Art in Child Development	C. Teaching and learning 1.2. Teaching Enhancement Toolkits 1.1.2. Healing and Education Through the Arts	Lynch, G. H. (2015). The Importance of Art in Child Development. The Importance of Art in Child Development. Music & Arts. Education| PBS Parents.	Lynch, G. H.
Education for Transition to Primary	F. Transitions to basic education	Ames, Patricia. Education for Transition to Primary. USAID and Ministry of Education Nicaragua, 2008. (Spanish Language)	Ames, Patricia.

Conclusion

Save the Children's preschool programs ensure that young children fulfill their right to reach their full potential. The first years of life are critical in shaping cognitive, social, and language skills, as well as lifelong approaches to learning. Children's early learning before entering school determines their future academic success and beyond. Save the Children is deeply committed to ensuring that all young children aged three to six years have access to quality preschool programs. We hope that this guide to preschool programming can support you in offering every young child an opportunity to reach his or her full potential.

Save the Children