

SESAME WORKSHOP

Volunteer Training On ECD HomeKit



Developed and conducted by: Sesame Workshop
Organized by: YPSA

At the end of the training, participants will be able to -

- Explain the concept of ECD and ECDHomeKit in brief.
- Explain the operational and implementation strategies of ECDHK in brief.
- Explain the use of ECDHK techniques.
- Explain the preparatory activities for parenting meetings using daily routines.
- Explain the strategies of the Children selection process, database development, Supervision, monitoring, PDM, and reporting.
- Maintain child safeguard.

Time	Topic	Method	Facilitator	Materials
09:15am-09:30am	Registration			
9:30 am-10:00 am	<ul style="list-style-type: none"> • Opening and Introduction • Objective Sharing • Pre-test 	Discussion and test	SW and YPSA representatives	Questionnaire
10:00 am-10:20 am	<ul style="list-style-type: none"> • Concept of ECD, • Areas of Child Development 	Interactive Discussion	Jebun/Monir	Poster, Handout
10:20 am-10:50 am	<ul style="list-style-type: none"> • Overview and Operational Strategy of ECDHK 	Interactive Discussion	Ratan/Anam	Flip chart, marker
10.50 am-11:00am	Health Break			
11.00 am-12:20 pm	<ul style="list-style-type: none"> • Introduction of ECDHK user guidelines and use of ECD HomeKit materials 	Discussion and Demonstration	Jebun/Monir	Poster, ECDHK Materials,
12:20 pm-01:00 pm	<ul style="list-style-type: none"> • Basics of parenting session strategies 	Group Discussion	Jebun	Poster, Parention Session Guideline
01.00 pm-01:45 pm	Prayer break and health break			
01:45 pm-02:45 pm	<ul style="list-style-type: none"> • KOBO tool use • Home visit, Supervision, Monitoring, and Reporting 	Discussion, presentation, and practice	Anam	Poster, handout
02:45 pm-03:00 pm	<ul style="list-style-type: none"> • Child Safeguarding • PSEA 	Discussion	YPSA	Handout
03:00 pm-03:25 pm	<ul style="list-style-type: none"> • Recap and Post-test, • Training evaluation 	Discussion, Questionnaire	Monir	Post-test soft copy
03:25 pm-03:30 pm	Closing and vote of thanks with Iftar package		YPSA representative	

Session 1
Inaugural Session

Time: 30 minutes

Method/s: Discussion and Pre-test

Materials: Soft copy of Pre-test

Session outcome:

Participants will be introduced to each other and will know the objective of the training.

Process of facilitation:

- F will greet every participant and will invite a guest to open the session formally.
- F will distribute pre-test papers to the participants.
- F will introduce him/herself by telling name and one childhood memory.
- F will share training objectives with poster cards.

Session 2
Concept of ECD, Areas of Child Development

Time: 20 minutes

Method/s: Study Circle

Materials: Handout and poster papers

Session outcome:

Participants will be able to describe the concept of ECD and areas of development.

Process of facilitation:

- F will distribute VIPP cards among the participants and ask them to write a word/sentence (using big letters) associated with Early Childhood Development by 3.00 min.
- The participants will write the sentence and paste it on poster paper as per instruction from F.
- F will read out the points from VIPP card one by one and make a clear concept/statement on Early Childhood Development.
- F will link with all the VIPP cards by sharing a definition of ECD.
- F will share the Concept of ECD through posters and pictures.

Session Resources

Definition of ECD: Early Childhood Development refers to the physical, cognitive, linguistic, and socio-emotional development of a child from the prenatal stage up to age eight. This development happens in a variety of settings (homes, schools, health facilities, community-based centers); and involves a wide range of activities from childcare to nutrition to parent education.

Early Childhood Development

- Early childhood development is a child's learning process which includes health, nutrition, cleanliness, cognitive, social, physical, and emotional development. This development happens from the mother's womb to age 8 through various activities.
- Early childhood is the most significant period for brain development.
- Physical, intellectual, language, emotional, and moral development is crucial to the mother's womb. Learning about early childhood development (ECD) can help in this regard.
- Early childhood development programs create the foundation of lifelong learning for children.

- An effective ECD program helps all backward children to learn, especially the poor, victims of racial discrimination, those deprived due to war, victims of gender discrimination, children with disabilities, etc.
- Early childhood development particularly benefits mothers who are busy with work most of the time.
- Research shows that children supported with early childhood development interventions are more successful in life than those without intervention.
- ECD prepares children for enrollment in primary school or other institutions, reduces the dropout rate, and contributes to increasing the completion rate in primary schools.

How can home kits support child development?

- Playing with the materials in the kit helps children prepare for study and qualify for enrollment in school or learning centers.
- Daily storytelling, reciting rhymes, and poems improve children's language skills.
- The kits strengthen the foundation for lifelong learning.
- They help children be prepared for school.
- ECD home kits support children's physical, social, language, emotional, and moral development.
- They help children articulate sentences, speak nicely, ask questions, give answers, understand basic math concepts, identify colors, sizes, and shapes, encourage drawing and writing, and develop motor skills. They also encourage honesty and truthfulness.
- Playing with ECDHK at home creates a playful environment.

Areas of development

- Physical
- Cognitive
- Linguistic
- Social and emotional
- Moral

Physical development:

- Physical changes in shape and size.
- Physical maturity of the body
- Physical coordination and the ability to control their muscles. Fine and Gross motor development
- Can hold a pen, pencil, sticks, crayons, etc.
- Can run, jump, and cross by leaping.
- Can maintain balance when walking and playing.
- Can coordinate when hanging and jumping.
- Can through, catch, and kick.
- Maintain cleanliness of different parts of the body.

Cognitive development:

- learning the use of language
- organizing ideas
- solving problems
- ability to reason
- the physical growth of the brain
- Form ideas of less and more (Compare: distant-near, heavy-light, Thick-thin, big-small, tall-short)

- Can predict some objects.
- Form ideas on matching and sorting.
- Count concrete objects.
- Recognize, read, and write.

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DEVELOPMENTAL AREAS IN CHILDHOOD

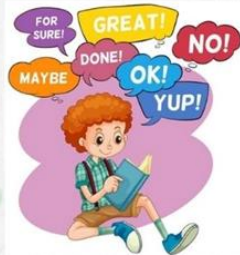


PHYSICAL DEVELOPMENT:

- Physical changes in shape and size.
- Physical maturity of the body.
- Physical coordination and the ability to control their muscles. Fine and Gross motor development.
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COGNITIVE DEVELOPMENT:

- Learning the use of language
- Organizing ideas.
- Solving problem.
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LANGUAGE DEVELOPMENT:

- Can articulate words properly.
- Can use the appropriate word in the sentence.
- Can ask and answer questions.
- Can express according to emotions.

SOCIAL AND EMOTIONAL DEVELOPMENT:

- Interact with other people.
- Calm, clear, and respectful interaction
- Appropriate ways of expressing
- Maintain social norms.
- Cope with the environment and imitate association with other children.
- Greet people with Salam and return the same courtesy.
- Ask permission to do something and give thanks.
- Address people with politeness.
- Feel the emotion and express feeling with control.
- Show respect for others' feelings.
- Can follow classroom rules and routines.
- Could you follow the instructions of the teachers?
- Maintain rotation when involved with play and work.
- Can organize materials after play.
- Take care of classroom materials.
- Lead and conduct instructional play (indoor and outdoor)



IMPORTANCE OF EARLY CHILDHOOD EDUCATION

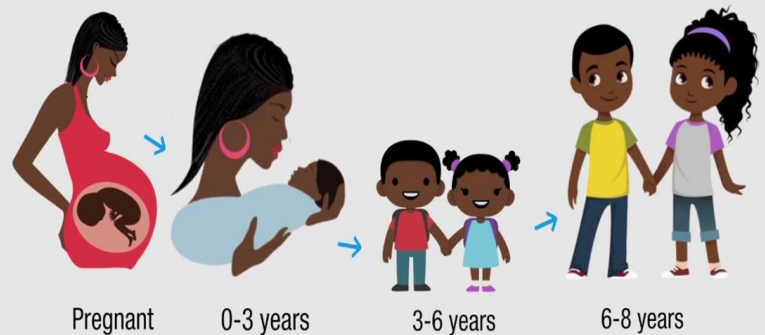


This is a very crucial time where a child learns and makes their habits for their lifetime. It teaches children important social skills, solves problems, gets along with others, etc. Childhood is a very delicate phase that constructs your whole lifestyle.



FOR MORE INFORMATION VISIT: CURIUSDESIRE.COM

- 1 Early Childhood Education Helps In Child Development
- 2 Early Childhood Education Prepares Them For School Life
- 3 Early Childhood Education Boosts Academic Achievements
- 4 Early Childhood Education Develops Good Hygiene Habits
- 5 Early Childhood Education Teaches Them Social Skills
- 6 Early Childhood Education Teaches Them Responsibility
- 7 Early Childhood Education Keeps Them Physically Active
- 8 Early Childhood Education Teaches Them Good Eating Habits
- 9 Early Childhood Education Develops Their Mental Capabilities
- 10 Early Childhood Education Teaches Them Important Values
- 11 Early Childhood Education Helps Them Make Friends Easily



Session 3

Overview and Operational Strategy of ECDHK

Time: 20 minutes

Method/s: Discussion

Materials: Poster papers

Session outcome: Participants will be able to explain the operational and implementation strategies of ECDHK in brief.

Process of facilitation:

- F will share the objective of ECDHK in the poster
- F will share the targeted children's age group, number, location, intervention approach, duration, children selection criteria, and children and parent coverage.
- F will then ask 5 questions to the participants about the overview of ECDHK

Session Resources:

Children	Camps (13 & 14)	Host (Jaliapalong)	Total
New	902	300	1202
Old	528 (C-13=240, C-14=288)	270	798
Total	1430	570	2000

Children Details

- ✓ The duration of the piloting is 6 months (March-August 2024).
- ✓ The total days of home kit session is 80 days.
- ✓ The session time per day session is 30 minutes. 5 days a week.
- ✓ The total monthly sessions are 20 (on average).

The project implementation area as follows:

Sl.	# of Camps/ Union	Upazilla/sub-district	District	Country
1.	Camp 13	Ukhiya	Cox's Bazar	Bangladesh
2.	Camp 14			
3.	Host- Jaliapalong Union			

Child selection criteria

- ✓ Child aged 3-6 years.
- ✓ CBLF, non-CBLF child
- ✓ For the new child, a child will be listed from a house even more children will be available in that house.
- ✓ Volunteer led sub-block/block/nearest child.
- ✓ Gender segregation (boy/girl both)
- ✓ Children with disabilities will be included.
- ✓ Each volunteer will cover 120 children including old learners.

Session 4

Introduction to ECDHK User Guidelines and use of ECD HomeKit materials

Time: 1 hour 20 minutes

Method/s: Study Circle

Materials: Material user guideline Handout, poster paper, pen

Session outcome:

Participants will be able to analyze the user guidelines.

Process of facilitation:

- F will circle with participants and sit with them in a chair.
- F will distribute the Material User Guideline and ask the participants to read it for 10 minutes.
- Each participant will share what they have understood.
- One by one participant will share the point of what s/she understood within the large group.
- If any points do not come out through the discussion, F will emphasize that one.
- F will clarify the confusion of the participants regarding the User Guideline
- F will take each material from the ECD bag and demonstrate the use of the material.
- F will discuss with the participant for more clarity.
- F will ask everyone if the participants understand each HomeKit material.

Session 5

Introduction to ECDHK Daily Routine & Basic Parenting Session Strategies

Time: 40 minutes

Method/s: Group Work, Discussion

Materials: ECDHK Daily Routine, Parenting Session Guideline, Poster, Marker.

Session outcome:

Participants will be able to use 6 monthly routines and Parenting session guidelines to explain to caregivers.

Process of facilitation:

- F will count all participants using numbers 1, 2, and 3. Thereafter all participants will be divided into 3 groups.
- F will request “Group-1” “Group-2” and “Group-3” to sit separately.
- F will distribute the “6-month daily routine” and “Parenting session Guideline” to Group 1, Group 2 and Group 3. Ask the participants to read it for 20 minutes.
- F will ask the participants to share with the large group
- F will discuss with the participant for more clarity.
- F will share Parenting Session Strategies with the participants

Session Resources:

Parenting Session details

- The group members of a parent group will be 10.
- The total parenting groups will be 200.
- Adjacent parents will be the group members both from CBLF/Non-CBLF
- The parenting meeting will be conducted once a month.
- Volunteers will be selected parenting places.
- Volunteers will be conducting parenting meetings.
- Program organizers will join at least 2 parent meetings of each volunteer in a month.
- The specific topics will be discussed from parenting guidelines from the parenting manual.
- The attendant's records will be collected and shared for the monthly reporting.
- Conduct parenting meetings 4 groups in a day and 3 days a month total of 12 per PO per month

Table of Parenting Meeting

SL	Designation	Working days	Daily # of parenting meetings	Weekly # of parenting meeting Target	Monthly # of parenting meeting Target	Remarks
1.	Volunteers	3	4	3	12	Cover all children
2.	Program Organizer	3	4	3	12	2 per volunteers
3.	Project Officer	3	2	3	6	2 per POs

Session 6

Monitoring Strategy and Reporting Tools

Time: 60 minutes

Method/s: Presentation

Materials: Supervision checklist

Session outcome:

Participants will be able to prepare the supervision checklist.

Process of facilitation:

- F will give orientation on the Supervision checklist
- F will introduce and practice Kobo data collection.
- Participants will discuss for more clarity.
- F will clarify and answer the questions from the participants.

Session 7

Child Safeguarding

Time: 10 minutes

Method/s: Handout

Materials: Supervision checklist

Session outcome:

Participants will be able to explain child safeguarding,

Process of facilitation:

- F will explain the definition of Child Safeguarding.
- F will share the types of Child Abuse.
- F will share **five non-negotiables of conduct** for all NGO workers
- F will share the respective organization's Child Safeguarding

Session resources:

- Child safeguarding is the responsibility that organizations have to make sure their staff, operations, and programs 'do not harm' children, that is that they do not expose children to the risk of harm and abuse and that any concerns the organization has about children's safety within the communities in which they work are reported to the appropriate authorities (definition from International Child Safeguarding Standards by Keeping Children Safe).
- The five non-negotiables of conduct for all NGO workers and people working with us:
 - 1. Do not subject a child or adult to sexual, emotional, or physical harm, exploitation, or abuse.
 - 2. Do not exchange goods, money, favors, or services for sex.
 - 3. Do not have sexual contact with a person receiving assistance.

- 4. Do consistently promote effective safeguarding in your work

Session 8
Closing, Post-test & Review of the workshop

Time: 20 minutes

Method/s: Participatory

Materials: Training evaluation form, pen

Session outcome:

Participants will share their reviews and fill up the training evaluation form.

Process of facilitation:

- F will assemble the participants into a “U” shape.
- F will give the participants a softball and explain the game method.
- F will pass the softball to a participant and ask to tell 1 point they liked most and 1 point they need more explanation.
- After completing the game, participants will fill up the “Training evaluation form”.
- F will request a guest (present in the training) to give a closing speech.
- F will close the session with a vote of thanks.
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Training Evaluation Form

- Topic of the training/Workshop
- Venue
- Directions: You can use either Bangla or English for your convenience.

Please use the grades provided to rate each assessment item.

- Rate aspects of the workshop on a scale of 1 to 5 using a tick or a circle.
- **Scale:**
- 1 = strongly disagree or the highest negative impression)
- 2 = Disagree
- 3 = (Neither agree nor disagree)
- 4 = (Agree)
- 5 = (strongly agree or the highest positive impression)

No	Assessment item	Grade/Scale/মানদণ্ড/স্কেল
1	The objectives of the Training/workshop were clear to me.	1 2 3 4 5
2	This Training/workshop lived up to my expectations.	1 2 3 4 5
3	The content is relevant to me.	1 2 3 4 5
4	The Training/workshop activities stimulated my learning.	1 2 3 4 5
5	The activities in this Training/workshop gave me sufficient time for practice.	1 2 3 4 5
6	The instructor was well-prepared	1 2 3 4 5
7	The instructor was helpful.	1 2 3 4 5
8	I accomplished the objectives of this Training/workshop.	1 2 3 4 5

9	I will be able to use what I learned in this Training/workshop.	1	2	3	4	5
10	The Training/workshop was a good way for me to learn this content.	1	2	3	4	5
11	The difficulty level of this Training/workshop was...	too easy	appropriate	too difficult		
12	The pace of this Training/workshop was...	to slow	appropriate	to fast		

13	What was most useful about this Training/workshop?
14	What was least useful (not very useful) about this Training/workshop?
15	How could this Training/workshop be improved?
16	Which of the activities will you use in your daily work? How will you use the learned? Be specific and give examples.?

Thanks for your valuable comments and feedback.

