ECD WORKER IMPLEMENTATION PACKAGE

Ministry of Basic and Senior Secondary Education (MBSSE)

GLOBAL PARTNERSHIP *for* EDUCATION

unicef
for every child

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Centre Based ECD Worker Welcome

Dear Center Based ECD Worker,

You will be partnering with families through the service you provide at the centre to support the development of their children. The following are important guidelines to make you an effective ECD Worker

1. **Welcome and Greetings:** Greet every caregiver and child that comes into the centre. Ensure to make your centre a welcoming and happy place for caregivers and children to relax and play

2. **Confidentiality:** The privacy of the family must be maintained. ONLY document and refer matters that directly impact a child's development and is geared to coordinating services to support the child's development

3. **Non-judgmental:** Remember the caregiver is trusting your guidance in order to learn methods to better support their child. Support by gently coaching and encouraging. Focus on one small step at a time

4. **Organized:** Keep good records, fill in proper dates, make needed referrals promptly and follow up as scheduled

5. **Professional:** Ensure your centre is clean, toys and materials organized and the doors are unlocked before families show up. Be open for business on time, every time. In an emergency, ensure you communicate with colleagues to inform families or keep the centre open

Use the tools provided to ensure you are adequately supporting the families. Thank you for partnering with the government of Sierra Leone and the community to support ECD.

Centre Based To-Do List

This checklist will help support your delivery of holistic services to the families that use the community based ECD centre. Please ensure to follow all the steps to check in and follow up with each family in at least one ECD area, once every week as they visit the centre.

Instructions: Place a check mark in the boxes to ensure the quality of every program session

Before the Program

1. Set Up

   The toys are clean ☐
   Learning centres are well organized ☐
   The centre is clean and organized ☐
   The family files are up-to-date and ready ☐
   The doors are unlocked ☐

During the Program

2. Check in area for the day is covered

   Nutrition ☐
   Health ☐
   WASH ☐
   Child Protection ☐
   Early Stimulation ☐

3. Positive stimulation is in place

   Caregivers are engaged in play with children at their level ☐
   Caregivers are communicating positively with children ☐

After the Program

4. Organization

   All official reports are up to date ☐
   Needed referrals are completed and submitted ☐
   Progress trackers are up to date for each family ☐

Planning Ahead for the Training

Since children learn best through hands-on play experiences, it is important that the centre be set with learning centres to promote play. This promotes development across all domains and supports caregivers to engage in play and communication activities at children's level.

Learning Centres and their Materials

Cognitive Area	Literacy Area	House-Pretend Area
Reasoning/Thinking	**Language/Word Exploration**	**Imagination/Pretend**
Sample materials: board games, memory cards, matching games, spot the difference cards, magnifying glass, plastic bottle tops, multi coloured beads, sorting materials, numbered stones etc. Table and chairs	Sample materials: picture books, magazines, Atlas, travel magazines, floor mat, sofa, chairs, cushions, table, posters, advert boards, logos etc.	Sample materials: cooking utensils, dolls, dress up clothes, shoes, old computer, brief case, bags, shatter proof mirror, sofa, chairs, mat etc.
Location: Quiet open area	Location: Quiet open corner	Location: No requirement

Block Area	Art Area	Sensory area
Construction/Math	**Creativity**	**5 Senses Exploration**
Sample materials: wooden and/or plastic blocks, cardboard boxes, manipulatives (sanded left over pieces of wood from the local carpenter) etc.	Sample materials: paint brushes, paint (crushed flowers, grass etc.), coal, paper, sponges, glue, scissors, magazines with pictures, flowers, pencils, crayons etc.	Sample materials: water, clay, mud, grass, ice, goop (left over pap), old dried grains (that can no longer be sold or eaten), sand, cups, spoons, rolling pins etc.

Location: Open spacious floor area	Location: Near outside access and water	Location: Near outside access and water

All materials should be organized into separate labelled containers

Space

If space allows, set up all six learning centres. Otherwise, set up a minimum of four centres. The house-pretend may be combined with the literacy centre and the sensory may be combined with the art centre.

ECD Kit

Distribute the materials from the ECD Kits into the relevant centres and work with caregivers to replace used up items with local resources.

ECD Milestones

0 – 1 Week	
Developmental Domains	**Milestones**
Social-Emotional	Latches onto nipple, responds to caregivers voice
Physical	Grasps, throws out arms or legs to sudden sound, curls arms and legs, turns head to suckle
Cognitive	Responds to sound, follows slow movement (face or object), responds to touch, focuses sight briefly
Language	Cries, startles to sound

1 Week – 6 Months	
Developmental Domains	**Milestones**
Social-Emotional	Imitates, responds to smile, smiles, makes sound to get attention, studies faces, calms down to familiar voice
Physical	Reaches for objects, grasps, lifts head up, rolls over, enjoys being touched, brings hand or toy to mouth
Cognitive	Tracks moving things with eyes, responds to own name, turns towards new sound
Language	Coos , babbles, makes sound to show pleasure or displeasure

6 - 12 Months	
Developmental Domains	Milestones
Social-Emotional	Imitates actions and facial expressions, engages in face to face games, reaches out to be picked up
Physical	Sits with/without support, crawls, pulls self up to stand, stands with support, moves objects from one hand to another, picks up small items, bangs 2 objects together
Cognitive	Looks for hidden toy, puts objects in and takes objects out of containers, pays attention to pictures
Language	Understands short simple instructions, makes different sounds, puts sounds together to attempt talking

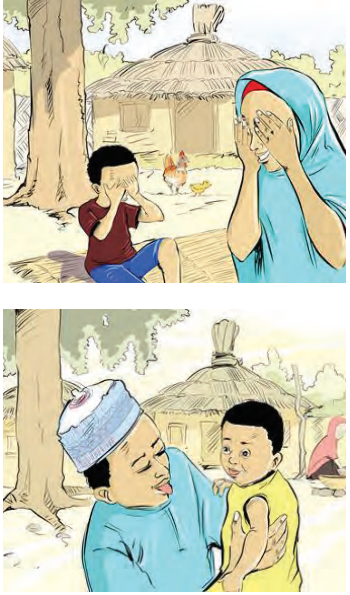| 12 Months – 2 years	
Developmental Domains	Milestones
Social-Emotional	Shows different emotions, seeks comfort, watches other children, plays near other children
Physical	Toddles, walks, picks up small items, squats, attempts to feed self
Cognitive	Tries to do things for self, scribbles on sand/paper/wall, knows actions to familiar rhymes and songs, understands some positional words
Language	Understands simple questions, says single words, joins up to 2 words

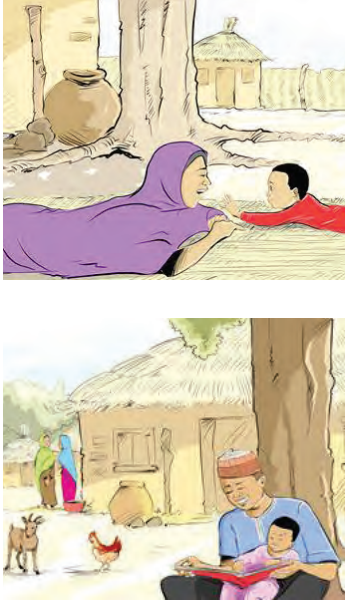# Positive Play and Communication Coaching Checklist

Instructions: This tool is to help ECD Workers support caregivers to practice positive play and communication with their child during the centre or home visit program.

OBSERVE: During playtime, the caregiver is engaging with his/her child in the following ways

COACH: Show the specific picture for the area where the caregiver needs more practice and gently remind him or her of what to do

PRAISE: When the caregiver tries the action, praise him or her and remind them that their positive action helps their child develop well

0-4 months		5 months – 2 years
Face-to-face - Makes frequent eye contact with the child - Shows joy and smiles - Carefully observes to know the child's interests		**Face-to-face** - Makes eye contact with the child - Smiles and shows joy - Carefully observes to know the child's interests
Follows the child's lead - Offers two toys and watches to see where the child's eyes remain longer - Moves the toy gently and waits patiently for the child to smile or move a body part - Repeats the action and waits again for the child's interest - Stops as soon as the child turns eyes or face away more than twice		**Follows the child's lead** - Watches child's eyes to know interest in toys or materials - Waits patiently to see what the child will do with the toy - Always imitates what the child does - Follows wherever the child's attention goes - Continues imitating child

Uses lots of words		**Uses lots of words**
• Describes what the child is looking at • Tries to say what the child might be thinking e.g. "you are right. The bird is flying" • Uses the proper names for objects, people and places instead of "it", "this", "that" etc. • Makes up fun stories based on what the child is looking at • Uses own home language • Often pauses briefly for child's response		• Describes what the child is looking at • Tries to say what the child might be thinking • Uses the proper names for objects, people, places instead of "it", "this", "that" etc. • Makes up fun stories based on what the child is looking at • Uses own home language • Pauses often to allow for child's response
Shows respect for child		**Shows respect for child**
• Listens carefully to the child (actions, moods etc.) • Tells the child what is going to happen e.g. "I am going to wash your face now" etc. • Informs the child before stopping an activity e.g. "3 more and then I have to stop. 2 more, 1 more, no more" etc. • Gently responds to the child's mood, naming the emotion and explaining why e.g. "you are sad because you want to go with daddy. I know, you are sad."		• Listens carefully to the child • Tells the child what is going to happen e.g. "Let's take your shirt off now" etc. • Gives the child a sense of time before stopping an activity • Tells the truth to the child in a way s/he can understand • Gently responds to child's mood, naming the emotion e.g. "you're angry that I won't give you the biscuit. I'm sorry, but it is not healthy."

Play Based Early Stimulation 0-2 Progress Tracker

Date: _____ (DD/MM/YYYY)

Leading ECD Worker/Home Visitor: _____   **ECD Worker:** _____

Caregiver's First Name _____**Last Name** _____**Phone Number** _____

Address _____

Name of Child 0-2 Years of Age _____

Progress Tracker

Instructions: This tool is to be used once per month in either the centre or home visit program to track the progress of individual caregiver-child interactions

Please fill in the month and place a ✔ in one circle in each category to show the level of caregiver-child interaction

Values:

0 = Zero stimulation (No interaction observed from the play and communication coaching checklist)
1/2 = Beginning stimulation (Positive engagement in 1 to 2 areas of the play and communication coaching checklist)
3 = Good stimulation (Positive caregiver engagement in 3 areas of the play and communication coaching checklist)
4 = Positive stimulation (Positive caregiver engagement in 4 areas of the play and communication coaching checklist

Month (Insert below)	Play and Communication Progress	Challenge/Advice/Support
	0 1/2 3 4	
	0 1/2 3 4	
	0 1/2 3 4	
	0 1/2 3 4	
	0 1/2 3 4	
	0 1/2 3 4	
	0 1/2 3 4	
	0 1/2 3 4	
	0 1/2 3 4	

Dear Home Visit ECD Worker,

You will be partnering with families in their homes to help support the development of the child. The following are important guidelines to make you an effective home visitor

1. **Respect:** Greet, take off your shoes if this is the house practice, listen, find positive areas to praise

2. **Confidentiality:** The privacy of the family must be maintained. ONLY document and refer matters that directly impact a child's development

3. **Non-judgmental:** Remember the caregiver has invited you into the privacy of his/her home in order to learn how to support their child. Support by gently coaching and encouraging. Focus on one small step at a time

4. **Organized:** Keep good records, fill in proper dates, make needed referrals promptly and follow up as scheduled

5. **Reliable:** Show up on time, every time. If you must be late, inform the caregiver in advance

Use the tools provided to ensure you are adequately supporting the families. Thank you for partnering with the government of Sierra Leone and the community to support ECD.

Home Visit Checklist for Preparing, Conducting, Reporting, and Monitoring

Preparing Step 1: Before Monthly Refresher Training and Planning in Community

1. ECD Field Supervisor of NGO/INGO IP, with assistance of the pilot community, to use the Vulnerability Checklist to identify vulnerable households with young children under six years of age. Information collected are confidential. Please do NOT display information collected through the Vulnerability Checklist in a public place.

2. ECD Field Supervisor of NGO/INGO IP to input the information about the vulnerable households into Home Visit Plan (Excel spreadsheet template provided by UNICEF). A Home Visit Plan should be developed for each pilot community. Information collected are confidential. Please do NOT display the Plan in a public place.

Preparing Step 2 -- At the Monthly Refresher Training and Planning in Community:

3. ECD Field Supervisor of NGO/INGO IP to work with Community ECD Workers and Mothers' Support Group (MSG)/Mothers' Club (MC) members to pair them up to form Home Visit Pairs, with one Leading Home Visitor and one Home Visitor.

   A Leading Home Visitor has to be someone trained at the district level training. A Leading Home Visitor could work with different Home Visitors to form Home Visit Pairs.

4. ECD Field Supervisor of NGO/INGO IP to assign home visits to the Home Visit Pairs for the month, using the Home Visit Plan: Which Home Visit Pair to visit which vulnerable households in that particular month. The ECD Field Supervisor to record the home visit assignments in the Home Visit Plan. Each vulnerable household should be visited at least once a month.

5. ECD Field Supervisor of NGO/INGO IP to work with the Home Visit Pairs to go over the Home Visit To-Do List, familiarize with the situation in the vulnerable households that they will be visiting for the month, and discuss what could be done to support the young children and caregivers.

6. It would be useful for each Home Visit Pair to talk with the households that they will be visiting ahead of time, in person or on the phone, to agree on when they will go visit.

7. The same home visit pairs should be assigned to the same families for consistency, trust, effective coaching and follow-up. This ensures that families receive quality services and children's overall development is adequately monitored.

Conducting, Reporting, and Monitoring

8. Leading Home Visitor and Home Visitor (Home Visit Pairs) to use the Home Visit To-Do List to guide them in completing all of the four activities during each home visit.

9. Leading Home Visitors of the Home Visit Pairs to report back to the ECD Field Supervisor about the home visits done at the end of the home visit day.

10. ECD Field Supervisor of NGO/INGO IP to note down date of the home visits in the Home Visit Plan on the same day.

11. NGO/INGO IP to send updated Home Visit Plans to UNICEF (emailing UNICEF ECD Department) every month and to copy MEST and ECD experts, for record keeping and monitoring.

12. Number of home visits conducted and vulnerable households served should be included in NGO/INGO IP's quarterly PCA report, as part of the supporting documents for liquidation and funding request.

13. UNICEF and MEST should be conducting monitoring field trips to the pilot communities.

Home Visit To-Do List

Date: _____ (DD/MM/YYYY)

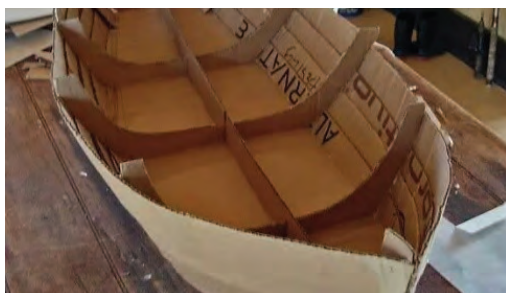Leading Home Visitor: _____ Home Visitor: _____

Head of Household Visited: _____ Household Address:

_____

Please remember to do the following things during the home visit:

1. Sensitize caregivers about the selected ECD topic of the month, which is nutrition / health / WASH / child protection / early stimulation / early learning (please circle one)

2. Support caregivers (men and women) to

   a) Play and communicate with 0-2 year olds (using the Care for Child Development Counselling Card, Leading Home Visitor to provide counseling)

   b) Support playing of 3-5 year olds so they learn in playing (using household items and homemade toys)

   c) Support young children to go to primary school at age 6. If there is a 6 year old (or older) not going to school, try to persuade caregivers to send the child to school

3. Encourage caregivers to bring young children to ECD centre to participate in activities

4. Sensitize and support caregivers to use existing services such as Free Health Care Initiative, free Vitamin A every six months, and vaccinations clinics

Community-based ECD Pilot Project - Vulnerability Check List

District _____

Instructions:

1. Please fill out one form for each household that has a child under 6 years of age.

2. "Caregiver" means the key person who is responsible for a child's basic needs such as food, bathing, diapering, safety and takes care of the child.

3. The households with the most vulnerabilities (as indicated by the number of "X"s in the check list) will be identified as the most vulnerable households in the pilot community.

Caregiver's First Name _____ **Last Name** _____ **Phone Number** _____

Address _____

Number of Children under 6 Years of Age _____

Description of the household	Please put an "X" if the description is true; if not, put "O".
Child under 6 orphaned	
Child under 6 with disability	
Child under 6 malnourished	
Child under 6 with serious disease (Examples: Measles, Cholera, Malaria, Chicken Pox etc.)	
Caregiver of young child under 6 is under 18 years old himself/herself	
Mother of child under 6 is under 18 herself	
Caregiver of child under 6 has disability	
Caregiver of child under 6 has serious disease	
Grandparent as caregiver of child under 6	
Other relatives such as aunty or uncle as caregiver of child under 6	
Household extremely poor (Example: Cannot afford one meal a day, cannot afford school materials etc.)	

Please count how many "X" in the list above and write it down on the line here: _____.

This check list is filled out by _____, on _____ (DD/MM/YYYY).

ECD Worker Implementation Package