

INCLUSIVE HOME-BASED EARLY LEARNING PROJECT



PROJECT GENERAL OBJECTIVE

Increase access to Early Childhood Care and Education for marginalized children by generating and strengthening the use of knowledge on effective community based Early Childhood Care and Education models.



PROJECT SPECIFIC OBJECTIVES



1. Generate contextually relevant knowledge on home and centre-based Early Childhood Care and Education models, that include children with disabilities, as an innovative and cost-effective approach to enhance access to learning for all children.
2. Strengthen capacity of fathers, mothers, communities, teachers, and policy makers by actively engaging them as co-creators and leaders in the model.
3. Mobilize policy uptake of home and community based Early Childhood Care and Education approaches for improved school readiness for children in marginalized communities.



IHELP CONCEPT



- Hybrid of Home Based and Centre Based ECD models
- Picks the strength of home based and that of centre based models
- Hybridizing helps to eliminate to a certain extent the weaknesses of the two models
- Introduces the concept of integrated ECCE, centres are linked to health facilities to provide deworming and vit A supplements
- Introduces livelihood programmes to help families save and start income projects
- Place centre under the parent management and involvement
- Caters for all children including those with disability



IHELP ROUTINE SCHEDULE



- Lessons are conducted from **9:00Am – 1:00Pm** with **snack time** in between
- **Mondays and Thursdays:** 2 Parents volunteer to tell stories about their culture, sing cultural songs, say riddles, poems and tongue twisters. They also teach home chore activities, project work and self-care activities.
- **Tuesdays and Fridays:** 2 Trained ECD teachers engage children in literacy and numeracy activities.
- **Wednesdays:** It is a day for free play, with no academic work. 2 parents volunteer to supervise play for safety.
- **Children with disability** if identified will be provided with IEP till they are ready to join others in the centre. Such children will join on a Wednesday, then Mondays, then Thursdays, then Tuesdays and finally Fridays depending on how they adapt.



OTHER ACTIVITIES



- Disability screening for children
- SACCO for parents
- Livelihood training and skilling for parents
- Parent Education sessions (To be facilitated by different experts)
- Parenting sessions (Led by Centre parent leader to mentor other parents to help children extend what has been learnt at school to home)
- Linkage to health centres for vitamin A supplements and deworming and any other health screening.
- Child open days to display what children have learnt to community



COVERAGE

- Uganda – Kalungu, Kaliro, Kalaki and Buikwe Districts
- Sense International Uganda
- Kenya – Ikolomani Sub-county Kakamega, County Kenya
- Zimbabwe – Zaka & Bikita District in Masvingo Province of Zimbabwe



St. Martin

KALAKI

Asianut



KALAKI



St. Pius

St. Peters



Kyambala

KALUNGU

Kikukumbi



KALUNGU

Buseke

Kalama



KALIRO

Kasokwe



Kunya



KALIRO

Wako Wambuzi

God's Grace



Makota

BUIKWE

Kobba





Baskerville



Bujuuta B



KENYA

Cardinal

Umoja



KENYA



Central

Shima



KENYA



Shitoli



Indete



ZIMBABWE

Tashinga

Takunda



ACHIEVEMENTS TO DATE



- Establishing 28 out of 32 centres with enrollment of 780 out of 960.
- Screening of children for special needs
- 4 Publications, 2 policy briefs and 1 blog <https://www.gpekix.org/blog/early-learning-unlocks-potential-children-disabilities-and-developmental-delays>
- Promotion of model at European Research Network about Parents and Education (ERNAPE) conference by Robert Serpell from Zambia on **from 29-31 August 2022 at Radboud University Nijmegen, The Netherlands**
- Collaboration interest to scale in refugee context in Uganda



LIVELIHOOD PROJECTS



Piggery Unit in Bujuta B



Shoe Making in Mokota



LIVELIHOOD PROJECTS

Kasokwe Brick Making

Wako Wambuzi onion growing





Market stall in Cardinal



CHALLENGES ENCOUNTERED



- Dependency mentality of some communities that amounts to high expectations beyond planned support.
- Rise of private persons with opposing views on home based early learning
- Weak monitoring system at local levels
- Stigmatization of special needs



TACKLING THE CHALLENGES



- Use community members to testify about their experiences with children teaching their peers
- More sensitization
- Use of influential community leaders as advocates
- Use of creativity incentives



NEXT STEPS/ KEY MOMENTS

- Empowering district officials and community leaders to initiate and support new centres
- Using parents and community leaders as facilitators for new centres
- Consolidating momentum in established centres
- Publishing more scaling evidence as they emerge.



GENDER EQUALITY, EQUITY AND INCLUSION



- Families being in charge of home learning centres
- Special focus on learners with special education needs
- Stronger engagement of men in early childhood education



Key Partners

- Ministry of Education (Basic Education, Curriculum Development)
- District Education officers
- Community Development officers
- Local community leaders



