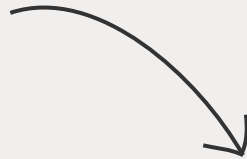


INCLUSIVE CHILD TO CHILD PLAY-BASED LEARNING APPROACH FOR SMOOTH TRANSITION IN UGANDA, ETHIOPIA & MALAWI



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Introduction

Many child in poor communities are not able to access early learning that they need most.

When they do access the learning centres, available teachers are overwhelmed with general care than providing learning engagement to promote transition.

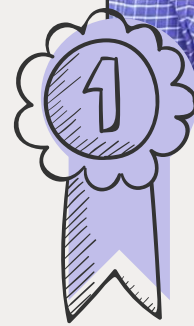




Introduction

Many approaches for promoting transition of children from pre-primary to primary school remain within organizations with little effort on scaling.

We are scaling the child-to-child approach from Literacy and Adult Basic Education {LABE} to other districts and countries.





The Inclusive Child to Child Model

Teachers support young facilitators to identify game



Parents support young facilitators to prepare



Conference with teacher for assessment and next planning



Young Facilitators lead play activities

Key Considerations



- Provide opportunities to all children to become YFs without discrimination.
- Holistic development of all children i.e. physically, socially, emotionally, intellectually, spiritually and morally.
- Ensure that games are implemented in a manner that does not pose any risks to children's development and well-being
- Respect children's views and voices.
- Provide facilitative support to the YF but be careful not to dominate.

scaling strategies

- ❑ LABE implemented the model Northern Uganda, working with only older children of 8-14 years.
- ❑ We use two categories of YF
- ❑ Learners from the same centres who have shown proficiency in desired skills to support learning on play day, free activity time or in the absence of a teacher.
- ❑ The second category are the young facilitators from the primary school who live around the centre to support learning literacy and numeracy on Saturdays when they are not in their own schools.



scaling strategies

- District officials train teachers and parents to support YF with our support.
- Teachers train the YF and the parents on how to support learning
- Teachers observe and do child observation assessments.
- Parents provide moral support and learning material production.



What we have done

- Developed safe guarding Policy and orient stakeholders
- Developed child to child activity pack and training manuals for caregivers and parents
- Support identification and training of young facilitators
- Trained district stakeholders, care givers, parents on how to support the child to child model
- Rolled out the model
- Support supervision, mentoring and coaching caregivers and parents on how to sustain the model



Partner Institutions



Uganda

- Kalaki,
- Kaliro,
- Kalungu
- Buikwe

Ethiopia

West Dembiya
East Dembiya

Malawi

Zomba
Chiladzulo

District Local Governments



Conclusions

- The Model is scalable when you engage the right people.
- Parents play a key role in success to motivate and accept YF
- District officials when engaged can do better advocacy
- Friendship being formed between children from pre-primary and primary can encourage transition
- The YF cover the learning gap left by teachers in pre-primary.





Recommendations

- ❑ Need to allow initiatives to localize the activity pack to include more relevant games as per centre.
- ❑ Child to Child Activity pack be taken over by National Curriculum Development Centre
- ❑ This approach be tried out in all districts in Uganda
- ❑ Study the pre-primary curriculum to identify games for given curriculum content.



Thank
you