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## EarlyStart Dzaleka

*Early Childhood Education Training Program*  
&  
*Support for Early Childhood Day-Care Centers*  
Dzaleka Refugee Camp, Malawi

Third Training Session: December 16th-20th, 2019

By *Early Starters International*

In partnership with *Jesuit Refugee Service*





## Background

From May- December 2019, Early Starters International (ESI), in partnership with the Jesuit Refugee Services (JRS), implemented the Early Start Dzaleka (ESD) program; a capacity building and professional development program supporting early childhood education (ECE) in the Dzaleka Refugee Camp in Lilongwe, Malawi. Over the course of three in-service training sessions, each a week long, ESI practitioners successfully introduced a myriad of tools and theory to caregivers working in 15 formal and informal day care centers in Dzaleka. The program equipped ECE teachers and caregivers with an integral foundation of practical skills for creating a learning environment for children to develop 21<sup>st</sup> century skills and competencies. Accompanying the training sessions ESI developed an original ECE guidebook contextualized with input from the JRS Malawi team. The guidebook was distributed to each participant participating in the program. The guidebook is child centred, practical, and includes a variety of activities and tools, which can be easily implemented in the classroom. As a result of the ESD program participants increased their overall knowledge and abilities for working in ECE; gaining exposure and experience to new approaches and techniques necessary for adapting and adjusting to the challenges within their classrooms and within the environmental limitations in the camp.

In addition to bolstering overall capacity for ECE and professional development opportunities for ECE educators, the program focused on developing a sustainable local support mechanism for ECE in Dzaleka. As a result, during the first training session seven ESD program participants were selected by JRS as mentors who would provide support and oversight to ECE caregivers in between ESI training sessions. ESI additionally provided remote support and guidance to the mentor team throughout the duration of the program.

In an effort to enhance collaboration with existing community frameworks and garner ECE support from community leaders and influencers, ESI practitioners along with JRS staff and program mentors facilitated meetings with a group of pastors from the community. During these meetings ESI provided an overview of the importance of ECE, and facilitated a presentation and discussion around the investment in ECE as a necessity for the healthy development of the child, and a critical investment in creating the next generation of successful adults.

*The following report provides an overview of the third and final training session for 2019, which took place from December 16<sup>th</sup>-20<sup>th</sup>, 2019.*



## Facilitators

Ran Cohen Harounoff: *Founder*, Early Starters International

Natalie Silverlieb: *Program Director*, Early Starters International

## Participants

*(Please see Appendix 1 for List of Participants)*

In total there were 47 participants representing fifteen different day care centres and preschools in Dzaleka. The 15 schools are: Dzaleka Pentecostal school, A.C.C.B. school, Ntendere preschool, White Future School, Sango Malamu School, Baha'i primary school, Rainbow school, Kalibu Dzaleka school, Fountain of Hope, Integrity Orientation center, Moravian CBCC, COOM Academy, Fadini Academy, Baptist school, Bethany school.

Participants consisted predominantly of preschool teachers/ caregivers for children from two to six years old. There were also a few grade one and higher-grade primary school teachers, as well as school principals. The JRS Project Coordinator for Education and the Early Child Development Head were also in attendance to support with coordination and logistics.

## Program as Implemented

*(Please see Appendix 2 for the Original Program Schedule)*

The overarching goal of the EarlyStart Dzaleka Early Childhood Education training program was to introduce teachers/ caregivers from the fifteen ECE centers the theory, tools, and practical activities for implementing 21<sup>st</sup> century skills and Multiple Intelligences in their classrooms. These are integral tools in child development, and should be encouraged and supported in early childhood education.

The third training session content was designed to educate participants on contextualized and practical ECE approaches, activities, and methodologies that teachers could easily implement in their classrooms. The training expanded on the development of creativity, communication, caring and empathy, curiosity, coordination, physical and social-emotional development, and resilience in young children. The sessions included practical exercises, small and large group activities, and presentations. Throughout the week ESI practitioners emphasized the use of local materials, providing ideas and alternatives to all activities, which most resources could be found in the surrounding environment in Dzaleka. The training environment also allowed participants to offer their own suggestions and ideas for adapting activities and resources to be more practical and relevant for their specific context. This was an important component of

the training and enables participants to have open conversations, share resources and knowledge, build a network and community of ECE caregivers/ teachers, and begin to think creatively about how to implement the new tools into their daily schedules. ESI practitioners also provided space each day for participants to lead some of the new songs and games they had learned, and share songs they were already using in their classrooms. Providing the space for participants to lead and offer their input was important for building their self confidence and abilities as ECE caregivers/ teachers, and empowering them to expand their thinking and creative capacity to address the challenges and obstacles they face.

The training week was five days, from 8:30am to 4:00pm. At the end of each day, ESI facilitators met with the mentors to unpack the day's activities, and address concerns or challenges they were experiencing in their role as an ECE mentor. Additionally, ESI and the mentors discussed ways to further engage key stakeholders in the community and how the program could leverage the role of the mentor to act as a liaison and ECE advocate in the community. These daily meetings also resulted in the mentors taking initiative to organize a successful meeting with ESI, JRS, and the pastors in the community.

## Training Topics

The third training focused on four key topics: *Cognitive Development, Didactic Games & Activities; Lesson Planning & Daily Schedules; Creating Activity Boxes from Local Materials; Developing Classroom Culture & Fostering Positive Behaviour*

- *Cognitive Development & Didactic Games & Activities:* This topic addressed the importance of cognitive development in young children, and how engaging young children in cognitive focused activities allows the brain to develop the essential skills for learning, reading, memory, attention and focus, problem solving, and critical thinking. Participants learned how cognitive development is connected to play- play is a natural way young children learn and engage, and even when it looks like pre-schoolers are “just playing,” their brains are hard at work putting together vital knowledge about the world. Throughout the training week participants were taught activities to encourage opportunities for play within the classroom and support cognitive development. Participants learned how to integrate learning within play through a variety of homemade didactic games, using very few resources, many of which can be locally sourced. Participants created a number of games they could take back to their classrooms.

- *Lesson Planning & Daily Schedules:* An integral role in establishing a quality-learning environment for ECE lies within planning and preparation. This session provided tools and processes for lesson planning, and the important components necessary to include in the class daily schedule. ESI practitioners led the participants through a series of group activities and brainstorming sessions on how to select larger learning objectives (the big topic) for more long term planning, and then how to break the larger objective into smaller learning objectives which could be achieved in shorter chunks of time. Emphasis was placed on creating child centred lessons- with a focus on identifying topics, which would interest and engage children in learning. Participants were provided a template to guide them through the various key components of the lesson planning process, and how to prepare integrated lessons with activities which achieved multiple objectives at once and included 6cs for 21<sup>st</sup> Century Skill Building, Multiple Intelligences, and identifying the specific knowledge/ and additional skills the child would learn. This lesson planning process was then connected to developing a daily class schedule with time carved out for specific key components each day, as well as defining for the teacher how they will execute that component (frontal teaching, free play, small group activities, etc.). This process allows for clear expectations to be set from both teacher and student, to develop routine and consistency within the classroom, and to provide children with ownership and awareness of their learning environment.
- *Creating Activity Boxes and Utilizing Local Materials:* Participants were introduced to “activity boxes,” a tool they could use in the classroom to foster integrative learning, independent free play, small group activities, and cognitive engagement with very few materials. ESI practitioners led the participants through a workshop in creating various themed activity boxes with limited resources and local materials: Nature box; Socio-drama (dress- up) box; Creativity/ Discovery box; Music box; Didactic games box; Story box; Math box; Outdoor games box; Literacy box. Each theme encourages children to engage in activities around the specific topic. The activity boxes can be used by ECE educators to encourage a child to interact with various materials and people (other children/adults), provides sensory experiences and opportunities for the development of various skills, fosters a sense of independence and competence, and promotes discovery of Multiple Intelligences and 21st Century skill building (6Cs). Participants were divided into small groups and each given a theme box to create together, which they then could take back to their schools. Each theme encourages children to engage in activities around the specific topic. ESI practitioners offered participants examples

of a myriad of games and activities they could use to create each box, and encouraged the participants to imagine, develop, and create original ideas for their boxes, all of which were predominately made from very few resources. At the end of the training week each group presented their activity box to the rest of the group.

- *Developing Classroom Culture & Fostering Positive Behaviour:* Throughout the training ESI practitioners introduced a variety of techniques and best practices to support classroom management and approaches to fostering positive behaviour. A well-managed classroom is dependent on an educator's ability to establish clear and specific routines and expectations for the child. This consistent classroom framework allows the child to understand where the boundaries lie –and it is within creating a sense of safety and security that the child feels more confident to create and explore. Participants learned creative techniques, such as songs and games, to develop their own “classroom culture,” and establish positive discipline practices, clear rules, and procedures within the classroom.

## Methodologies

The training week engaged participants in a myriad of learning tactics and styles, such as experiential learning through games and creative activities, small group and larger group discussions, and interactive presentations on early childhood education theory and best practices.

*Below is a list of methodologies introduced in the training:*

- *Music*
  - ◆ “Morning Song Sessions”: teachers were given a song book compiled by ESI and each day taught new songs they can use as an educational tool to teach a variety of topics in an integrated way
  - ◆ Song writing: Participants were taught how to use basic song structure and melody of the new songs (and songs they already knew) to rewrite lyrics and create original song to teach desired topics
  
- *Interactive Games*
  - ◆ Physically engaging games teachers can utilize for cognitive development, non verbal communication, stimulating creativity, collaboration, and energizing children in a focused way



→ *Didactic Games*

- ◆ Cognitive behavioural methods for working with challenging children
- ◆ How to create didactic games from limited resources

→ *Visual Arts/ Local Resources and Recycled Items*

- ◆ Repurposing “waste” and local materials, using recycled materials, household items, and materials found in nature to create games

❖ *Highlights of the training program included:*

- (Daily) Morning Workshop: Integrating Music and Play
  - Morning Song Sessions with ESI Song Book
  - Drama games and energizers (indoor/outdoor)
- Activity: Successes and Challenges in the classroom
  - Mapping achievements and solutions to challenges
  - Creating a “Gifting Tree”- the values / skills/ knowledge as an educator you want to give to your children
- Workshop: Creating Activity Boxes
  - Various themes and the purpose of the activity box
  - How to create contents of the activity box using local and recycled materials
  - (Daily) scheduled time to create activity box with designated group
  - Final group presentations of each “homemade” Activity Box
- Presentation: Fostering Classroom Culture, and Fostering Positive Behaviour
  - Workshop: Creating “Classroom Promises”- rules for the classroom
  - Activity: classroom management tool- creating a “magic bottle” from recycled water bottles
- Presentation: Cognitive Development
  - (Daily) afternoon Workshop: Creating Didactic Games (with limited resources)
- Presentation: How to Develop a Daily Schedule
  - Workshop: Creating Daily Schedules
- Presentation: Lesson Planning 101
  - Workshop: Developing lesson plans

## **Classroom Observations**

During one morning of the training week ESI conducted short site visits to three preschools for observation of both teachers and children. ESI observed teachers who participated in the ECE

training program implementing some of the practices and methodologies they had learned in the previous training sessions, and were already integrating some of the new tools and activities from the third training session. There was a vast difference between the level of engagement, creativity, motivation and attentiveness from participants in the program, versus teachers who have yet to receive such training. ESI staff observed children engaged in activities, participating in games and discussions, and learning together in small groups- these practices are something new that has now been introduced in many of the ECE centers participating in the program. It is recommended that the classrooms, which have not yet participated in the program, be provided the same opportunity to train with ESI and gain ECE techniques and methodologies to improve their classrooms.

Overall the teachers in Dzaleka consistently face a variety of challenges; many of these challenges remain consistent to previous observations conducted by ESI. The classrooms are very small and lack basic furniture, and general infrastructure (electricity, water). Many of the classes lacked essential resources such as paper, markers or crayons, toys, books and games. Many children are also coming to school hungry, which severely impacts their behaviour and ability to learn.



*ESI staff with kindergarten students*







*David; program mentor and ECE teacher*



*Frank; program mentor and ECE teacher*





## Monitoring & Evaluation

*(See Appendix 3 for the evaluation form)*

*(Please see Appendix 4 for the Observation tool provided to mentors)*

On the final day of the training week, ECE educators who had participated in the full ECE training program (three weeks) were asked to fill out an anonymous form evaluating the entire training course. The data collected is being analysed for comparison to baseline data collected at the start of the program. ESI will deliver the aggregated quantitative results once completed.

*\*Selected highlights from qualitative feedback can be seen below.*

Mentors conducted observations in each of the classrooms they oversee. ESI provided mentors with an updated observation form to document their feedback on the teachers and children, and offer reflections on which activities and tools were being implemented, and which areas still need improvement. The data collected by mentors will be presented to JRS once aggregated.

### Qualitative feedback:

- *Please describe how the training influenced your teaching:*
- This training helps our children to **learn in good conditions** even though **they are in the camp**.
  - Through **this training** I have had the **biggest experience in my teaching career**. Now I am able to use the materials and many new examples, and am able to teach different kinds of levels of children due to this training.
  - Before I did not know about the **6cs**, and how to use **different materials**, but **now I am a good teacher** and **can change the life of the students** in my classroom.
  - My experiences from this training have been **very important**. I am able now to show the students how to do **yoga**, to **make and read stories**, etc.- It has helped me to make a **daily schedule for the classroom**.
  - **I am now empowered with new knowledge**- I know **how to use different methods, strategies, multiple intelligences, lesson planning, making stories, playing and new games and songs**.
  - This training has **helped me to improve my methods of teaching**, how to **take care of children**, and how to **make good communication between the parents and me**. **The training is a gift**.
  - This training has **helped us more and more** to teach in our classrooms.
  - The **new methodologies** we learned have **influenced the children** in the community; through the children **parents are also influenced**.
  - The training **equipped me with activities** that I can **use in class**, how to do it and how **helpful it is to the children**.
  - Right now **I am implementing these activities** and the **children really have fun** and enjoy them.
  - It **empowers different schools**, It **empowers knowledge** to caregivers and teachers, and helps them to **learn a lot of new things**, It **empowers knowledge to pastors**.
  - This is a **very helpful training**- I was **introduced** to many **songs, games, and art** to make my **teaching more interesting** as well as making the **students more creative** and to **stand for themselves**.
  - I have really **benefited** from this wonderful training- I have **gained many new skills** in **how to work** and deal with **different children** in my classroom.
  - This training influences teaching **strategies of teaching**; I gained **many new ideas** that will really **help the children**.
  - Before the **children would sometimes find school boring**, but **now they have started enjoying more**. **The children now love my teaching**.
  - I am now able to do **positive class management**.

## Program Achievements & Challenges

### ***Achievements***

- Successful partnership and excellent cooperation between ESI and JRS staff in completing 2019 EarlyStart Dzaleka Early Childhood Education Program
- Creation and implementation of an ECE guidebook distributed to each participant, which includes the methodologies, tools, activities and theories discussed in the training sessions
- Successfully implemented three week long training sessions for a group of 47 ECE educators, all of whom were highly engaged and demonstrated enthusiasm for continued learning and professional development trainings with ESI
- Printed ECE Original Story books created by the participants and disseminated to participants – one story book per school
- Created an ECE Song Book compiled by ESI and distributed to each participant
- ESI observed teachers in action in their classrooms implementing information gained in the first two training sessions, applying the new methods within their classrooms.
- Mentors remains engaged and in regular communication with the classrooms they are mentoring as well as with ESI, demonstrating passion and enthusiasm for continuing their involvement in the program and expanding their abilities to support EC educators in Dzaleka
- Mentors organized a group of pastors for an awareness meeting with ESI to discuss the relevance of ECE in Dzaleka and encouraging the involvement of the pastors in supporting EC in the camp.

### ***Challenges***

- Lack of food was a core issue expressed by most of the participants. Children are coming to school very hungry, this impacting their ability to learn.
- The need for resources and materials still remains a challenge. ESI worked with the participants to create games and activities from local and recycled resources, however there are still very basic (and essential) items that are needed for ECE educators to do their job to the best of their ability. Providing schools with paper, markers, crayons, glue, scissors, some toys, books and some games would have a huge added value for the sustainability of the program.
- Many of the classrooms do not have adequate furniture, or basic infrastructure integral for a child's development. Improvement of the classroom environment with some furniture, book shelves, paint, etc. would create a more encouraging learning environment.



- Mentors selected are highly engaged and committed, however they would benefit immensely from training with ESI on specific mentorship tools and skills, and ground support- a focal point person who is designated as the mentors' supervisor.
- There are still a number of ECE educators in Dzaleka who have not participated in the training course. ESI observed a number of challenges during the classroom visits to these ECE centers- these challenges could be remedied if the remaining caregivers, teachers, and principles were exposed to new approaches in ECE and were trained with new tools to handle the challenging situations they are facing.
- Some mentors are still experiencing obstacles accessing the schools and teachers because they need clearance and permission from both principals and religious leaders. It is necessary to conduct meetings and opportunities to engage a variety of community members in ECE awareness raising activities.

## Recommendations & Next Steps

- *The following recommendations are based on feedback from program participants, mentors, JRS staff, and ESI's overall observations the*
  - ◆ Strong mentorship network: strengthened and stable network of support from trained and prepared mentors network- mentorship training and ToT components are recommended to add to the ESI/JRS ECE program. Now that the mentors have a base in early childhood education, it is recommended that ESI develop a program for specifically working with the group of mentors. This would ensure sustainability of the program, and provide the mentors with the training they need to feel confident in their roles. This would include enhanced foundational knowledge, theory and tools in ECE, mentorship skills-tools and approaches for supporting the mentees, and processes for developing a regular mentorship system
  - ◆ On the ground staff focused support: On ground support from a specific focal point is recommended to oversee and support the mentors and overall ECE on the ground (JRS ECD Head). This focal point would be trained by ESI in ECE and would have a specific TOR and responsibilities; serving as a resource person and liaison between the community/ teachers/ mentors/ parents and ESI. ESI would prepare the focal point to provide professional development workshops every month/ or every other month; providing continuous education and professional development infrastructure for ECE
  - ◆ On-going and regular training sessions for continuous professional development and skill building for teachers who have completed ECE training course with ESI- EaryStart Dzaleka ECE Training Course 2.0

- ◆ This training course should be provided for ECE educators who have not participated in the 2019 program
- ◆ A feeding program for all children going to school, providing them with one hot meal a day
- ◆ Classrooms are severely under resourced- basic materials and supplies to be provided to teachers for their classrooms.
- ◆ Awareness building and advocacy with local stakeholders and community leaders: It is recommended the 2020 program integrate a series of longer-term workshops and meetings with key stakeholders; such as Religious leaders, Principals, Caregivers and Parents. This would allow those influential figures in the community the opportunity to learn about the importance of ECE and its impact. They would have a platform to discuss their specific roles and contributions throughout individual workshops with each group of stakeholders (such as developing a parents committee), followed by a multi-sectorial gathering in order to develop networks of communication and coordination among the various groups. This would enable deeper investment, local ownership, and cooperation regarding ECE throughout the community

## Acknowledgements

We would like to acknowledge the participants of the training who came each day with motivation and an open mind. They are truly driven to make a change in their schools and joined in all activities, shared their experiences, discussed challenges and developed new ideas. We would also like to thank Priscilla Kalumo for her time and dedication to preparing all logistics on the ground, and her invaluable input in the preparation of the training content. The time and effort she invested was key to ensuring the training ran smoothly. As always thank you to the entire JRS Malawi team for your partnership and continuous support of ECE in Malawi.

***Appendix 1: Training Three Participant List/ Program Graduates (Provided by JRS)***

**Completion**

1. Perside Mukuna
2. Muto Delas Maonesho
3. Furaha Masumbuko
4. Stephanie Pinda
5. Blessings Phiri
6. Wa Mlenda David
7. Ndume Erick Mmasa
8. Lingombe Ibungo
9. Baruani Lomwakela Etabo
10. Veronica Mwansauli
11. William Iyango
12. Frank Katsala
13. Eric Ntakirutimana
14. Songu Shonganya
15. Muzuri Manoeuvre Patrick
16. Cadeau Tabatibu
17. Bayisenga Goreth
18. Baraka Simba Maurice
19. Mali Kabesha Marley
20. Jaqueline Malumalu
21. Masudi Dieudonne Ilungu
22. Nyahembya Sadiki Sethi
23. Onde Omega
24. Mugosa Bishikwabo
25. Nimenya Leonard
26. Blessings Phiri
27. Bridget Liabunya
28. Lievin Mubenga
29. Apendeki Ibungu
30. Kibasomba Witangira
31. Sarah Kabena
32. Floribert Muzaliwa
33. Basubi Wisoba
34. Florence Mukole



- 35.** Namwezi Laurianne
- 36.** Kivunja Abraham Kuyogushimwa
- 37.** Kirindoi Alline
- 38.** Tiyanjane Dzonzi
- 39.** Irakoze Shella
- 40.** Ubekye kalonda
- 41.** Syrdien Ntakohanyuma
- 42.** Kizza Etienne
- 43.** Daniel Kafantayeni
- 44.** Dukundimana Leonia
- 45.** Fishani Nyirenda

**Cert of Participation**

- 1. Yamiko Kawale
- 2. Rosine Kazembe

**Appendix 2: Original Training Program Schedule**

**Early Starters International**  
**Dzaleka**  
**Training Program Three**  
**December 16-20, 2019**

**Training Topics**

- Cognitive Development
- Didactic and Cognitive Games and Activities
- Tools for Observation and Evaluation
- Lesson Planning and Daily Schedules
- Creating Activity Boxes- Fostering Free Play
- Developing Classroom Culture and Positive Behavior
- Arts Integration and Creativity in the Classroom

<b>Monday, December 16th</b>	
8:30 - 10:15	<ul style="list-style-type: none"> <li>● Play Time Games</li> <li>● Morning Song Session with our Classroom Songbooks</li> <li>● Refresher of Last trainings</li> </ul>
10:15-10:30	Break
10:30- 12:00	<ul style="list-style-type: none"> <li>● Successes/ challenges in the classroom</li> <li>● Gifting Tree Activity</li> </ul>
12:00- 12:30	Activity Boxes
12:30-13:30	Lunch
13:30- 15:00	<ul style="list-style-type: none"> <li>● Cognitive Development Lecture</li> <li>● Didactic and Cognitive Games and Activities</li> </ul>
15:00- 15:30	Activity Boxes Creation and Daily Reflections



15:30- 16:00	<ul style="list-style-type: none"> <li>• Mentors meeting</li> <li>• Teachers stay to cont. Activity Boxes</li> </ul>
<b>Tuesday, December 17th</b>	
8:30 – 9:15	<ul style="list-style-type: none"> <li>• Play Time Games</li> <li>• Morning Song Session</li> </ul>
9:15- 10:15	Fostering Positive Classroom Culture and Positive Behavior
10:15- 10:30	Break
10:30- 11:30	Fostering Positive Classroom Culture and Positive Behavior
11:30- 12:30	Lesson Planning
12:30- 13:30	Lunch
13:30 – 15:00	Didactic and Cognitive Games and Activities
15:00-15:30	Activity Boxes Creation and Daily Reflections
15:30- 16:00	<ul style="list-style-type: none"> <li>• Mentors meeting</li> <li>• Teachers stay to cont. Activity Boxes</li> </ul>
<b>Wednesday, December 18th</b>	
8:30-11:00	<i>Visiting ECE Centers</i>
11:00-12:30	Daily Class Schedules
12:30- 13:00	Lunch
13:00 – 15:00	Observation and Evaluation Tools
15:00-15:30	Activity Boxes Creation and Daily Reflections
15:30 - 16:00	<ul style="list-style-type: none"> <li>• Mentors meeting</li> </ul>

	<ul style="list-style-type: none"> <li>• Teachers stay to cont. Activity Boxes</li> </ul>
<b>Thursday, December 19th</b>	
8:30-9:15	<ul style="list-style-type: none"> <li>• Play Time Ice Breakers</li> <li>• Morning Song Session</li> </ul>
9:15-10:15	Arts Integration and Creativity in the Classroom Creating
10:15- 10:30	Break
10:30-12:30	Arts Integration and Creativity in the Classroom cont.
12:30-13:30	Lunch
13:30-15:00	Didactic and Cognitive Games and Activities
15:00-15:30	Activity Boxes Creation and Daily Reflections
15:30- 16:00	<ul style="list-style-type: none"> <li>• Mentors meeting</li> <li>• Teachers stay to cont. Activity Boxes</li> </ul>
<b>Friday, December 20th</b>	
8:30-12:30	<ul style="list-style-type: none"> <li>• Song Performance</li> <li>• Activity Boxes Presentation</li> <li>• Closing Reflections</li> <li>• Evaluations</li> <li>• Certificates</li> </ul>

**Appendix 3: Post Program Evaluation Form**

**Early Starters International**

Dzaleka- Malawi

*Early Start Dzaleka Early Childhood Education Training Program*

2019

**Post Training Evaluation**

**Pre-Project Questionnaire of Educators taking part in the ECE program in Dzaleka Refugee Camp:**

Name:		Position (teacher, principal, assistant, etc.):	School name:
Age:	Gender:	Years of experience in early childhood education:	Highest level of Education (highschool, university, post secondary certificate, etc.):

1. **Number and Ages of Children:** Circle all that are appropriate, please write below each age the number of children

Age	2-3 years old	3-4 years old	4-5 years old	5-6 years old	over 6 years old	Total
Number of children						

1. **Circle the Activities you've done in class**

Free Play	Free drawing	Yoga	Group games	Nature activities (going outside on walks, collecting nature objects, treasure hunt)
Dance	Small group activities	Sports	Outdoor games	Reading stories
Ball games	Making stories	Puppets	Theatre/drama	Songs

1. Did you adapt the classroom schedule to the acquired knowledge (i.e. add free play, independent learning, group games, etc.)? Yes/No

1. What did you add/adapt? \_\_\_\_\_

1. If not why? \_\_\_\_\_

1. Did you include Parents and the Community? Yes/No

1. How? \_\_\_\_\_

1. If not why? \_\_\_\_\_

1. Did you use the guidebook? Yes/No. How often? (everyday, once a week, once a month, a few times throughout the year, never)

1. If not why? \_\_\_\_\_

1. Please describe how the training influenced your teaching in kindergarten

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Please fill out the following table:

Acquired Knowledge	Did you implement this before the training?	Did you implement this after starting the training?	How often did you do it? Please circle one Everyday -1, Once a week -2, Once a month -3, Few times -4, never -5					To what extent was the activity successful? Not at all -1, A little -2, Average -3, Successful -4, Very successful -5					Comments
<b>6 Cs:</b>													
Creativity	Yes / No	Yes / No	1	2	3	4	5	1	2	3	4	5	
Communication	Yes / No	Yes / No	1	2	3	4	5	1	2	3	4	5	
Curiosity	Yes / No	Yes / No	1	2	3	4	5	1	2	3	4	5	

Coping with Change	Yes / No	Yes / No	1	2	3	4	5	1	2	3	4	5	
Caring and Empathy	Yes / No	Yes / No	1	2	3	4	5	1	2	3	4	5	
Coordination	Yes / No	Yes / No	1	2	3	4	5	1	2	3	4	5	
<b>Multiple Intelligences</b>													
Picture Smart	Yes / No	Yes / No	1	2	3	4	5	1	2	3	4	5	
Word Smart	Yes / No	Yes / No	1	2	3	4	5	1	2	3	4	5	
Body Smart	Yes / No	Yes / No	1	2	3	4	5	1	2	3	4	5	
Number Smart	Yes / No	Yes / No	1	2	3	4	5	1	2	3	4	5	
Music Smart	Yes / No	Yes / No	1	2	3	4	5	1	2	3	4	5	
Nature Smart	Yes / No	Yes / No	1	2	3	4	5	1	2	3	4	5	
People Smart	Yes / No	Yes / No	1	2	3	4	5	1	2	3	4	5	
Self Smart	Yes / No	Yes / No	1	2	3	4	5	1	2	3	4	5	
<b>Environment</b>													
Activity Corners	Yes / No	Yes / No	1	2	3	4	5	1	2	3	4	5	
Socio-dramatic play	Yes / No	Yes / No	1	2	3	4	5	1	2	3	4	5	
Outdoor area	Yes / No	Yes / No	1	2	3	4	5	1	2	3	4	5	
Area with toys	Yes / No	Yes / No	1	2	3	4	5	1	2	3	4	5	
Creativity area	Yes / No	Yes / No	1	2	3	4	5	1	2	3	4	5	
Free Play	Yes / No	Yes / No	1	2	3	4	5	1	2	3	4	5	

Any other comments?



**Appendix 4: Mentor Observation Tool**

Dzaleka- Malawi  
Early Childhood Education- Mentors' Observation Tool  
December, 2019

ECE center name:

Name of Teacher:

Position (teacher, principal, assistant, etc.):

Age of Children :

Number of Children :

ECE Center's Environment: Please circle the answer

			Comments:
1. Is the environment safe?	Yes	No	
1. Do children have room to play?	Yes	No	
1. Is there age appropriate furniture?	Yes	No	
1. Is there an outdoor play area?	Yes	No	
1. Is the children's work displayed?	Yes	No	
1. Are there children's books available?	Yes	No	
1. Are there any learning centres?	Yes	No	

1. If there are learning centers, please describe the ones you see (type of learning center, materials in the learning center, children using the materials, etc.):

1. Are there toys: building blocks, dolls, didactic games played in small groups, cars, etc.?	Plenty – enough for everyone	Yes enough for most of the children	enough for a few children	A few	None at all
1. Are there creative materials i.e. colors, papers, scissors, glue, play dough etc.?	Plenty – enough for everyone	Yes enough for most of the children	enough for a few children	A few	None at all

1. Please describe the toys and creative materials you see

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Activities and learning

1. Is there a daily schedule? Yes/No

1. Are children playing?	Yes –all of the time	Most of the time	sometimes	Only during the break	No time for play
1. Are the staff playing with the children?	Yes –all of the time	Most of the time	sometimes	Not usually	Never
1. Do children read books?	Yes –all of the time	Most of the time	sometimes	Not usually	Never
1. Do you see conversations taking place between children?	Yes –all of the time	Most of the time	sometimes	Not usually	Never
1. Do you see any conversations between the teacher and the children?	Yes –all of the time	Most of the time	sometimes	Not usually	Never
1. Do the children have the possibility to choose what they would like to play with?	Yes –all of the time	Most of the time	sometimes	Not usually	Never

Comments: